

THE MACMILLAN SPELLING SERIES

7



TEACHERS' EDITION

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THE MACMILLAN SPELLING SERIES

THE MACMILLAN

GENERAL EDITOR: GEORGE E. FLOWER, Ontario Institute for Studies in Education

AUTHORS: K. H. D. HALL, Superintendent of Elementary Schools, East York, Ontario

ROBERT F. BORNHOLD

GORDON F. MANN, Superintendent of Public Schools, Windsor, Ontario

SYBIL F. SHACK, Principal, Isaac Brock School, Winnipeg, Manitoba

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SPELLING SERIES

7

TEACHERS'
EDITION



THE MACMILLAN COMPANY OF CANADA LIMITED

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USING THIS TEACHERS' EDITION

SPELLING is an indispensable tool for satisfactory expression in writing. Moreover the misspelling of a simple word often makes an even more damaging impression than a gross grammatical error. Thus spelling, quite properly, is of central concern in the program of the schools.

Much spelling is learned incidentally: that is, acquired in passing as new words are read and used and written. But there is ample research evidence to indicate both the need for, and value of, direct instruction in spelling in addition to rich and varied opportunities for reading and writing.

Formal instruction in spelling appears on the time-table from grades two to eight almost universally throughout Canada. A study by the authors in 1958 revealed that 90 minutes a week were devoted to spelling in a typical grade two class, 100 minutes in grade five, 90 minutes in grade eight. The same study found considerable dissatisfaction on the part of teachers and supervisors with the apparent low correlation between good spelling in spelling periods and good spelling in other written work. Too many youngsters seem to learn to spell *words*, rather than learn to spell.

The Macmillan Spelling Series has been prepared to provide a better tool for pupils and teachers in the learning and teaching of spelling as an integral part of the language arts program. The series is based on extensive research findings now available; it is Canadian throughout; it begins with the premise that successful teaching of spelling cannot be merely a mechanical and routine matter.

No textbook can be an adequate substitute for a capable and imaginative teacher; the teacher is the key person in the classroom. Hence this series includes an interleaved Teachers' Edition for each book, in addition to the Pupil Edition. The purpose of this Teachers' Edition is to provide useful background material, and specific suggestions for the busy teacher, unit by unit, so that spelling may be more effectively *taught*, and as a result better learned.

THE TEACHER'S ATTITUDE TOWARD SPELLING

In his summary of the implications of research for the teaching of spelling, Ernest Horn states what may well be the most important truth for teachers desirous of teaching spelling more effectively:

The teacher's own attitude toward spelling is an important factor in determining the pupils' attitudes and consequently how well they learn to spell. Enthusiastic, sympathetic classroom teachers often get good results even though they do not otherwise make use of the most efficient learning procedures. And teachers who use efficient procedures but in a mechanical way, without enthusiasm or sympathetic understanding of the needs of individual pupils, get poor results. There is no reason why enthusiasm, sympathy, and efficiency should not be combined.

Investigations have shown that spelling is one of the subjects which many classroom teachers dislike to teach. The teacher's own interest in spelling may be increased by understanding the importance of correct spelling, by being assured of the soundness of what he is expected to teach, by knowing that the methods he uses have been proved efficient, and by the conviction, warranted by evidence, that all pupils can improve their spelling. But the greatest source of interest will come from helping individual pupils grow in spelling ability, especially pupils who are having marked difficulties in learning to spell.¹

POINT OF VIEW OF THE SERIES

The prime aim of the spelling program is to bring each pupil to the point where he spells correctly the words he writes. This means:

1. Teaching pupils automatic mastery of the words which they need to use in writing.
2. Developing ability to spell correctly in all written work in and out of school, not just words in lists in spelling periods.
3. Helping children acquire an efficient method of studying and mastering words.
4. Developing self-dependence in spelling, in terms of ability to locate correct spellings and to check the accuracy of spelling.
5. Developing a desire to spell correctly, a pride and interest in correct spelling.

There is a great deal of evidence that word-study skills in phonic and structural analysis are useful tools for spelling, as are a number of other aspects of the broad language arts program, such as improvement in pronunciation of words, correct grammatical usage, enrichment of vocabulary, and the development of an interest in words and their derivation. Spelling should therefore not be treated as an isolated study, but as a means of expression, a built-in part of communication.

This is the point of view of this series, which places considerable emphasis on phonic and structural analysis. From the particular standpoint of spelling, however, these are only means: analysis is just a first step. Correct spelling involves, above all, skills in *word-building*: really analysis in reverse. In the reading portion of a language arts program phonic and structural analysis help a pupil to make sense of a word which he has not seen before; in spelling a knowledge of phonics (sounds expressed in letter combinations) and structure (meaningful elements from words already known) help a pupil to select the correct spelling of a word, to build the word in writing. Accordingly skills and practice in word-building receive particular emphasis throughout this series.

¹Horn, Ernest, *Teaching Spelling*. Washington: The National Education Association. What Research Says to the Teacher Series, #3, 1954; pp. 20-1.

WORDS USED IN THE SERIES

The basic spelling vocabulary for the seven books consists of 2240 words. Why not more? A large library dictionary will list as many as 450,000. There are two compelling reasons:

1. Careful studies indicate that the first 2000 words constitute about 95% of children's writing vocabulary. These words, therefore, are given primary attention, along with a few additional words more commonly needed by adults. Complete mastery of these words, together with an efficient method for independent learning of whatever other words a pupil may wish to use, should lead to a high level of spelling ability.
2. The books are so designed that word-building activities, beginning with words from the basic list, lead to the learning of a great many more words. In addition, emphasis is placed on the building of supplementary lists of words which a particular class or individual may wish to use.

The most commonly used 2000 words, then, are much the same for everybody, but after that writing vocabularies become increasingly individualized. In other words, the returns from class teaching of each additional thousand or even hundred words diminish rapidly after the first 2000 which do most of the work. Nevertheless the basic lists are broadened somewhat for capable pupils by the inclusion of 692 Extra Words. None of these is a "show piece"; they are simply common words used somewhat less often than those in the basic list. The place for words more commonly needed by an individual than by an entire group is in the personal list which each pupil should be encouraged to develop.

The basic vocabulary of 2240 words in the Macmillan Spelling Series, together with the 692 Extra Words, is included at the back of this Teachers' Edition.

Placement of Words in Various Books

Words have been assigned to particular books (roughly equivalent to grade levels) according to the main criterion of frequency of child usage in writing. There are demonstrated advantages to introducing particular words for spelling in this way at the point where large numbers of children wish to use them. In the first place one of the important goals of formal instruction in spelling is to develop ability to spell correctly in written expression, rather than just isolated words in a list; moreover, the well-established fact that learning occurs most readily when interest is present means that problems of motivation are reduced when pupils are assigned spelling words which they already feel a need to use in writing.

But this basic criterion for word placement has been deliberately modified to some degree in terms of the following factors, each of which is supported by the findings of careful research:

1. Grouping words containing common elements, or offering similar difficulties: the "word family" approach.

2. Avoiding too many short and easy words in the senior books, lest pupil and teacher interest be sacrificed.
3. Concentrating emphasis and re-emphasis on commonly misspelled words.
4. Including, in Books 7 and 8, a few words very commonly needed by adults although not so frequently used by children at that age.

A Canadian Word List

The most monumental study of pupil spelling vocabulary to date is that of Rinsland, who analysed six million running words written in the spring of 1937 by school children throughout the United States. He tabulated the frequency, by grade, with which each of the 25,632 words found in the study appeared. Rinsland's report² has been widely used in the selection of word lists for various spelling series.

In building a truly Canadian word list it might be argued that something similar to Rinsland's large-scale study should be conducted in Canada. It is doubtful, however, if the great expense of such a study in time and dollars could be easily justified. The amount of overlap in the most frequently appearing 2000 words would, undoubtedly, be overwhelming. Accordingly, Rinsland's study has been used as a basis for initial selection of words for the Macmillan Spelling Series, modified by comparison with other painstakingly developed lists.³

Special attention, however, has been given to the inclusion of "Canadian" words as opposed to American or British terms. This has been done in part by inspection, and in part from a sampling of Canadian children's writing and literature. The majority of "Canadian" words included, however, have been added as a result of direct request for opinions to a sampling of interested teachers and supervisors across Canada. Examples of such words are Arctic, beaver, chesterfield, parliament.

In addition a number of post-1937 words, culled largely from word-count studies, have been added or have replaced "dated" words in the original Rinsland list. Examples are diesel, nuclear, nylon, satellite, television. Most of these are introduced in Books 7 and 8, many as extra words for capable spellers.

²Rinsland, H. D., *A Basic Vocabulary of Elementary School Children*. New York: The Macmillan Company, 1945.

³Among the lists consulted were: Dolch, E. W., *The 2000 Commonest Words for Spelling*. Champaign, Illinois: The Garrard Press, 1955; Hildreth, Gertrude, "A Writing Vocabulary for Children"; appendix to her book *Teaching Spelling*. New York: Henry Holt and Co. Inc., 1955; Horn, Ernest, *A Basic Writing Vocabulary: 10,000 Words Most Commonly Used in Writing*. University of Iowa Monographs in Education #4, 1926; and Schonell, F. J., *The Essential Spelling List*. London: Macmillan and Co. Ltd., 1956.

SUMMARY OF WORD LISTS BY BOOKS

Book	No. of Basic Words First Introduced	No. of Most Frequently Misspelled Words	No. of Extra Words Included	Approximate No. of Basic Words Listed per Unit (a)
Book 2	202	87	23	9
Book 3	310	74	68	11
Book 4	308	51	94	12
Book 5	321	48	120	13
Book 6	328	23	119	13
Book 7	383	26	131	14
Book 8	388	24	137	14
TOTALS	2240	333	692	

Note (a)—Including some of the most frequently misspelled words repeated or re-introduced from earlier books.

ORGANIZATION OF THE SERIES

Each book is divided into 33 units plus seven review lessons interspersed. There is considerable variety in unit format and content, in order to maintain pupil and teacher interest from unit to unit and year to year. Thus there is a considerably greater difference between Book 8 and Book 2 than in many other spelling series. Units seek to encourage the pupil to use new words in context of *his own* composition, but new words are occasionally introduced in connected prose.

333 Most Commonly Misspelled Words

Three hundred and thirty-three words, within the core list, have been identified from a variety of studies⁴ as offering particular difficulty to many pupils. Special attention is given to the teaching and re-teaching of these words, as follows:

1. Each of the 333 words is introduced, as if it were a new word, at least twice in the series; almost half are listed three times (161), and 46 words, a hard core of difficult words, are listed four times.
2. *In the Pupil Edition* a cumulative list of all such words introduced in the series to date appears at the back of each book.

⁴For example, Fitzgerald, J. A., "A Crucial Core Vocabulary in Elementary School Language and Spelling". *American School Board Journal* 103 (July, 1941); pp. 22-4. Fitzgerald found that his 222 words accounted for 65% of the spelling errors in 700,000 running words of written work in grades 2 to 6.

3. In the Teachers' Edition, at the end of the interleaved pages for each unit, are listed any of these 333 words which are included in that unit. Where one or more of such words has been taught previously in the series, reference is included to appropriate book and unit.

“How To Study a Word”

At the front of each book in the Pupil Edition is a page headed “How To Study a Word” (page 5 in Book 7). The same six steps are outlined in all books, although necessarily in simpler form in Book 2 than in Book 8:

1. LOOK at the word.
2. SAY the word.
3. THINK how you would spell it.
4. WRITE the word.
5. CHECK how you spelled it.
6. PRACTISE spelling the word.

It is recommended that teachers direct pupils repeatedly to these steps as outlined in the front of their books, to the point where pupils apply them automatically.

Lists at the Back of the Pupil Editions

Various types of word list appear at the back of the Pupil Editions, as follows:

1. Alphabetical listing of new words for that book, showing the page at which each is introduced. These are not dictionaries: pupils should be encouraged to make regular reference to standard dictionaries.
2. Cumulative listing of words introduced in the series to date from the 333 most commonly misspelled words. In Book 2 such words are merely starred in the alphabetical list.
3. Reference lists of “Useful Words” tabulated by category, beginning at Book 3 as follows:

	Books					
	3	4	5	6	7	8
Months, with abbreviations	x	x	x			
Days of week, with abbreviations	x	x	x			
Provinces and major cities			x	x	x	x

Tables of Word-Study Skills

The following tables summarize word-study skills as developed in the series. The process is a cumulative one, from Book 2 to Book 8. Thus all skills indicated are important for correct spelling, although all cannot be introduced at once, and some become increasingly automatic as the pupil progresses so that they are not singled out for equal attention in all books. The degree of emphasis accorded specific skills in each book is indicated as follows:

much attention—A; considerable attention—B; passing attention—C

Care has been taken, wherever possible, to correlate the progressive development of word-study skills in this series with related skills being developed concurrently at the various grade levels in widely-used texts for reading and other parts of the language arts program.

I — Skill in Word Perception

	Book						
	2	3	4	5	6	7	8
1. Recognizing words as visual symbols of ideas: associating printed and written words with known objects, actions, situations, ideas	A						
2. Hearing the whole word	A						
3. Pronouncing the whole word	A						
4. Seeing the whole word	A						
5. Recognizing letters and combinations of letters, and their associated sounds, as integral parts of a word	A						
	Emphasized as basic through all books of the series, through providing the pupil with a method of learning to spell a word, repeated and extended book by book.						

II — Phonic Analysis

	Book						
	2	3	4	5	6	7	8
1. Single consonant sounds	A	B	C	C	C	—	—
— at the beginning of words	B	B	C	C	C	C	—
— at the end of words	B	B	A	A	B	C	C
2. Consonant blends	A	A	A	B	B	A	A
3. Long and short vowels	B	B	A	B	C	C	C
4. Vowel combinations	B	A	B	C	C	C	—
5. Rhyming							

III — Skill in Building Words

					Book		
	2	3	4	5	6	7	8
1. Forming plurals	A	A	B	B	—	—	—
— by adding -s	—	B	A	A	A	B	C
— other forms	B	B	B	B	B	C	—
2. Dropping letters or endings	B	B	B	B	B	C	—
3. Adding endings (inflection)	B	A	B	A	A	A	C
4. Doubling letters and adding endings	—	B	B	A	A	A	B
5. Recognizing parts of a compound word, and building compound words	B	A	A	B	B	B	A
6. Forming new words by substituting initial consonants or consonant blends	A	A	B	—	—	—	—
7. Forming new words by vowel substitution	A	B	B	—	—	—	—
8. Prefixes	—	—	B	A	B	A	A
9. Suffixes (changing meaning, or part of speech)	—	C	B	B	B	A	A
10. Finding root words	C	B	B	B	A	A	A
11. Forming new words from roots	—	C	C	B	B	A	A

IV — Skill in Overcoming Common Difficulties

					Book		
	2	3	4	5	6	7	8
1. Double letters	B	B	A	A	C	C	—
2. Silent letters	B	B	A	A	B	B	C
3. Double vowels and diphthongs	C	C	A	A	C	C	—
4. Different sounds for the same letter combinations	—	C	B	B	C	C	B
5. Same sound, different spelling	C	C	B	B	C	C	B
6. Automatic mastery of certain words most frequently misspelled	A	A	A	A	A	A	A

V — Dictionary Skills

	Book						
	2	3	4	5	6	7	8
1. Letters of the alphabet	B	B	C	—	—	—	—
2. Alphabetical order	C	B	B	B	B	—	—
3. Vowels and consonants	B	B	B	B	C	C	C
4. Guide and key words	—	—	C	B	A	B	B
5. Syllabication and accent	—	C	C	B	A	A	B
6. Pronunciation, and diacritical marks	—	C	C	B	A	A	A
7. Finding meanings and shades of meaning	—	—	C	B	A	A	A
8. Using sentence context to select specific meaning of words	—	C	C	B	A	A	A
9. Synonyms, antonyms, and homonyms	—	—	C	B	B	A	A
10. Using dictionary to check spelling	—	C	C	B	B	A	A

VI — Other Language Skills Correlated with Spelling

	Book						
	2	3	4	5	6	7	8
1. Abbreviations	C	C	C	C	C	—	—
2. Capitals	C	B	A	A	C	C	—
3. Contractions	C	B	A	A	C	—	—
4. Correct usage of words (among, between, led, lead, etc.)	—	—	C	B	A	A	A
5. Hyphens	—	C	C	C	C	C	—
6. Possessives	—	B	B	A	C	C	C
7. Parts of speech (beginning with nouns and verb usage)	—	B	B	B	B	A	A
8. Handwriting	B	B	A	B	C	—	—
9. Extension of vocabulary and meaning	C	C	C	B	B	A	A

VII — Rules and Generalizations

The only really safe rule in spelling is to pay particular attention to each individual word. Nevertheless, certain rules—or perhaps generalizations—is a better term in this context—may be derived inductively from experience in noting similarities between words. The following table lists some of the more widely-applicable rules or generalizations for spelling, showing the book in which they are first formally stated following pupil experience with words concerned. These generalizations are reinforced (and in some cases extended through pointing out refinements and exceptions) in each subsequent book of the series.

<i>Rule or Generalization</i>	<i>Book</i>
1. Most nouns form their plurals by adding <i>s</i> or <i>es</i> . <i>Es</i> is added to make the word easier to pronounce.	4
2. <i>Q</i> is always followed by <i>u</i> .	5
3. Words ending in <i>-ful</i> have only one <i>l</i> .	5
4. Words ending in <i>y</i> preceded by a consonant change <i>y</i> to <i>i</i> before a suffix, unless the suffix begins with <i>i</i>	5
5. An apostrophe is used to show the omission of a letter or letters in a contraction.	5
6. The final <i>e</i> of a word is dropped before adding an ending beginning with a vowel.	6
7. "I before e except after c, or when sounded as <i>a</i> in neighbour and weigh."	6

METHODS AND PROCEDURES

How can the teacher make the best possible use of the Macmillan Spelling Series? The considerations outlined below, in addition to the interleaved pages in this Teachers' Edition, include some suggestions which have been useful to others. Of course a great many principles for effective teaching and learning of spelling, soundly based on the results of experimentation, are built into the actual design of the units themselves. For example, dictionary skills and usage are emphasized increasingly from book to book, leading toward independence in spelling. Again, the series introduces only those few rules which are widely applicable, and—as in phonic and structural analysis generally—the emphasis is on noting similarities rather than on rules.

Five Phases in Teaching Spelling

Each of the units in the Pupil Edition has been prepared with five phases in teaching spelling in mind. It is recommended that teachers vary the amount of time devoted to any one of the five phases or to an entire unit. This will allow for adjustment to meet the varying abilities of different classes or of different pupils within a class; it will also provide variety and hence help to maintain interest in spelling lessons. The important point is that lessons be taught as rapidly as possible, having regard for individual differences in pupils' rates of learning.

The five phases in each unit are as follows:

1. *Introducing new words.* This is done in a variety of ways to arouse interest in learning to spell and to direct the pupils' attention to the words.
2. *Teaching the words.* Several activities or exercises are provided in each unit to help the teacher teach the words, as well as additional hints for each unit in the Teachers' Edition. Most of the activities and exercises are designed to provide practice in the various steps suggested at the front of each book for learning to spell a word.
3. *Testing and checking.* A vital phase in each unit, although by no means an end in itself, is testing and checking. Pupils should write from dictation each word in turn. It is suggested that the teacher use each word in a sentence, then repeat the word for writing by the class. *Immediate checking for errors is important.* It is usually helpful for the pupil, under supervision, to correct his own work, noting errors and rewriting any misspelled word correctly in his notebook.
4. *Re-teaching and practice.* The fourth phase involves re-teaching words which have given difficulty in the test, together with practice in the use of all words. Re-teaching to many teachers is a duplication of the first lesson, whereas it should be a new approach aimed particularly at the words which seemed most difficult for the class. Since we wish pupils to develop ability to spell correctly in all their writing, it is particularly useful at this stage to have pupils write words in contexts of their own making. Activities of this sort are suggested in the various units. Such work must always be checked for correct spelling.
5. *Re-testing and re-checking.* This second "test" should also be regarded as a teaching device, not simply a grading instrument.⁵ It too should be followed by re-teaching and directed further study for any pupils who have not yet mastered the word list for the unit.

Continuous Review

Continuous review is vital. Of course the best type of review is that where the pupil actually uses the words he has learned in his own writing, quite aside from formal spelling periods. This is one reason for the selection of words for spelling which pupils wish to use, rather than a large number of "show words" or words ". . . which they might need to use sometime". This also suggests the importance of checking spelling in written work beyond the formal spelling period. There are some indications, nevertheless, that the notion of "every period a spelling

⁵Thomas D. Horn reports that the corrected test appears to be the most important single factor contributing to achievement in spelling. For a report on studies of the corrected test as a stimulus to learning see Horn, T. D., "Do They Learn from Tests?" in Hunnicutt, C. W., and Iverson, W. J., *Research in the Three R's*. New York: Harper and Brothers, 1958; pp. 304-5.

period" can be carried too far. Some studies have suggested that overly-rigorous checking of spelling errors in creative writing, for example, may tend to discourage some pupils from writing at all. The question here is, what constitutes overly-rigorous checking? While the answer will undoubtedly vary with the particular pupil and the particular situation, certainly at the very least checking must be done for correct spelling of words previously studied formally in spelling. More might well be expected of the more capable pupils.

The seven review lessons in each book of this series are precisely that: review *lessons*, not merely words listed for periodic test purposes. Each review unit concentrates on up to 25 words. These are taken mainly from the five preceding lessons, but they also include a sprinkling of words from earlier units and even earlier books. Each review unit provides an opportunity to *re-teach*, study and test difficult words. The re-teaching of words which all pupils in a class have already thoroughly mastered, however, would be not much more than a time-wasting form of busy-work. Teachers would do well to keep note, therefore, of the particular words which cause particular difficulty for their class. These are the words which should be taught-studied-tested again and again until they are thoroughly mastered.

Personal and Class Word Lists

To help pupils with their own reviewing, each should be required to keep an individual list of those words which are stubbornly difficult for him. It is suggested that the teacher establish an automatic procedure whereby each pupil lists such words in a special section of his notebook, for study and re-study in accordance with the six steps of "How To Study a Word".

It is also strongly recommended that teachers provide for the development of both personal and class lists of words beyond those in the spellers, which the individual pupil on the one hand and the class on the other have need to use. A small section of chalkboard is sometimes allocated for the development of such a class list. As words arise which the entire class needs to use in some writing or other they are listed on that section of the board. Every few days the words accumulated in this fashion can be copied into an appropriate section of each pupil's notebook. They can then be taught, studied and tested largely as regular words. Each individual can do the same in the way of building a personal list of words which he as an individual wishes to use in his own writing.

The development and use of such lists have considerable demonstrated usefulness. The teacher must take care, however, that the class list includes only words of relatively enduring value. If such words as "mucilaginous" or "schismatic" should arise in passing in a fifth or sixth grade class, it would be ridiculous to include them in the class list for common study and mastery. Pupils' personal lists, too, will need periodic checking by the teacher for correctness and appropriateness.

Providing for Individual Differences

Individual pupils vary widely in ability to learn to spell, just as they do in other abilities. In general one-fourth of the pupils in a typical class in elementary school will spell as well as the average child in the grade above, another one-fourth only as well as the average for the grade below. Spreads in achievement of from five to eight grades in a single graded classroom are to be expected. Pupils also differ markedly in motivation, intelligence, reading ability, handwriting, work habits, and a number of other factors known to be related to achievement in spelling. Clearly, then, if spelling instruction is to be effective, it must take differing needs of differing pupils into account. In spelling this seems to be all too seldom the case.

The competent and resourceful teacher will find that the Macmillan Spelling Series lends itself to use by pupils of varying levels of ability.

1. To the fullest extent possible the Pupil Edition has been made "self-directive", in that the individual pupil should be able to use his book profitably, if necessary, with a minimum of help from the teacher. It is to be hoped, nevertheless, that this will not often be necessary.
2. Emphasis throughout on word-analysis and word-building, as well as on dictionary work of other kinds, is useful for all spellers and leads easily to enrichment for good spellers.
3. For good spellers extra words are included in most units, together with suggested exercises and activities. Space limitations dictate that the latter be included only in the interleaved pages of the Teachers' Edition rather than in the Pupil Edition (except in the review units), but they are so designed that they may be used readily.
4. Special work is also suggested for poor spellers in the interleaved pages of the Teachers' Edition. Suggestions are made periodically as to diagnosis and remedial work for specific spelling difficulties. Repeated emphasis is placed upon the 333 most commonly misspelled words.
5. For very poor spellers a cumulative list of most commonly used words has been developed. (See *A Basic Spelling Literacy Vocabulary*, pp. 118-21). By the end of the series this totals only 445 words; yet these words, studies show, account for up to 70% of children's writing vocabulary. Virtual mastery of this list should be possible for even extremely poor spellers, and should allow practically all pupils to arrive at a first level of spelling literacy.

Some teachers may wish on occasion to test pupils on the "new" words of a unit at the very beginning of that unit, the argument being that such pre-testing is the only way the individual child can find out for sure which words he needs to study. If such a procedure is employed, the teacher must guard carefully against the twin dangers of correct spelling on the first test being the result of guess-work rather than knowledge, and of the temptation for students to study "the next list" in advance just enough to pass the first test.

The most effective plan for meeting individual differences would appear to be some combination of grouping for spelling on the one hand and personal help or challenge to individual pupils on the other. Such an approach in reading and arithmetic is a very common practice in the elementary grades. It has also demonstrated its usefulness in spelling.

Survey Tests

A survey test is included in each Teachers' Edition except Book 2, for possible use as the work of each book is begun. These tests are designed to help in the preliminary grouping of pupils for spelling instruction. Such a test is not included in Book 2, where the first unit is a spelling readiness unit.⁶

The purpose of these survey tests is not primarily to measure achievement; rather are they evaluative devices for diagnostic purposes, to indicate something of the type and amount of work the individual pupil needs to do. When pupils are having trouble with spelling, it is highly important that diagnostic and remedial work be undertaken as soon as possible to avoid the development of negative attitudes toward spelling which only compound difficulties. Other than low intelligence and severe physical handicaps, factors found to be most frequently associated with spelling difficulties include: low reading ability, lack of motivation, defective or careless speech, and slow or unintelligible handwriting. A very common cause of poor spelling has been isolated as poor study procedures. A useful first step in helping a pupil in difficulty, therefore, often is to have him explain how he goes about learning to spell a word.

For further analysis of spelling errors and specific suggestions for remedying them, see Gertrude Hildreth's book *Teaching Spelling* (New York: Henry Holt and Company, 1955), or George C. Kyte's article "Errors in Commonly Misspelled Words in the Intermediate Grades", in the *Phi Delta Kappan* for May, 1958, pp. 367-72.

⁶Spelling and reading abilities are very closely related. Few good readers are poor spellers, and only rarely is a poor reader a good speller. As reading abilities (and readiness) are developed, spelling (or spelling readiness) is improved. It is important to note, however, that a pupil's reading vocabulary will be far greater than his spelling vocabulary: none of us actually has need to use, in writing, all the words which we recognize and understand in reading. Accordingly it is scarcely profitable to combine reading and spelling to the extent that the pupil is required to take much time to master the spelling of many new words as he meets them in reading. He may never need to spell most of those words, either in his present or future writing; moreover such interruption of reading to learn to spell may hinder the development of good reading habits and skills.

For Teachers in Ungraded Schools

It is hoped that the combined features of Pupil Edition and Teachers' Edition will be of special help to the time-pressed teacher in the multi-grade classroom. The necessity can scarcely be over-emphasized, however, for close *teacher* checking of pupil work from time to time, quite apart from pupil checking of their own work or that of other pupils. It is therefore suggested that the teacher in an ungraded school so stagger the work of his pupils in spelling that he can dictate and correct appropriate spelling for each grade at least twice each week.

FOR FURTHER STUDY

The following selected references will be of interest to persons wishing to do some reading and study of spelling and the teaching of spelling. Each of the five is readily available. Each is itself a source of many further references.

Dolch, E. W., *Better Spelling*. Champaign, Illinois: The Garrard Press, 1942. Pp. 270.

Flower, G. E., "Research in Spelling — A Summary"; *Canadian Research Digest 3* (Summer, 1959); pp. 97-111. Toronto: The Canadian Education Association.

Hildreth, Gertrude, *Teaching Spelling*. New York: Henry Holt and Company, 1955. Pp. vi and 346.

Horn, Ernest, *Teaching Spelling*. Washington: The National Education Association. What Research Says to the Teacher Series, No. 3, 1954. Pp. 32.

Schonell, F. J., *Essentials in Teaching and Testing Spelling*. Toronto: The Macmillan Company of Canada Ltd., 1955. Pp. 96.

Note: The main body of this book, beginning overleaf, consists of actual pages as they appear in the Pupil Edition of Book 7, with interleaved sheets (marked by a colour bar) inserted as an aid to the teacher.

INTRODUCTION TO THE TEACHERS' GUIDE, BOOK 7

Effective instruction in spelling includes interesting motivation, careful preparation and skilful presentation of the lessons, and consistent application of spelling skills in all written work. This guide has been prepared to offer suggestions in each of these areas of instruction.

The following general suggestions may be of some assistance at this grade level.

1. Use only those suggestions from the guide that you feel are of value in your class, and substitute original ideas to generate enthusiasm and interest whenever opportunities arise.
2. Use the five steps recommended for teaching each unit, as outlined on page xvii of this edition. Try to vary your teaching techniques to promote pupil interest.
3. Keep your own record of words misspelled by your pupils, and have each pupil keep a personal record of errors. Use achievement graphs or charts to stimulate self-improvement.
4. Constant review is necessary to maintain mastery of words already learned. Include in each new unit any words that have been a source of difficulty to your class.
5. Check words misspelled in other subject areas, and insist that pupils make these corrections. Use every opportunity to teach and reinforce spelling skills so that pupils will become aware of the importance of correct spelling in every phase of the school curriculum.
6. If you do not teach all subjects to your class, co-operate with teachers in other subject areas to discover basic words that are commonly misspelled, and include these as review words from time to time.

SURVEY TESTS TO PRECEDE UNIT 1

The following survey tests are intended to aid you in the preliminary grouping of your pupils as weak, average, and good spellers. Included in this set of survey tests are words from Book 6 and most commonly misspelled words from previous books in the series. You may wish to use all four tests of this set, and to give them on four successive days. Changes in the grouping will be necessary according to the pupils' achievement during the year.

Test I

Dictate the word first, then the sentence, and then the word again. Pupils are expected to write only the word.

1. beauty	- We admired the <i>beauty</i> of the autumn scenery.
2. tear	- <i>Tear</i> the paper into two pieces.
3. piece	- Please cut me a <i>piece</i> of cake.
4. surprise	- The gift was a pleasant <i>surprise</i> .
5. whose	- <i>Whose</i> book is this?
6. fourth	- Our car is the <i>fourth</i> in this row.
7. thought	- Columbus <i>thought</i> that the earth was round.
8. interesting	- The news was most <i>interesting</i> .
9. chain	- The dog was held by a <i>chain</i> .
10. none	- <i>None</i> of the letters arrived.
11. written	- I have <i>written</i> a note to the teacher.
12. choose	- I would <i>choose</i> the red one.
13. league	- Our team plays in that <i>league</i> .
14. knees	- He hurt his <i>knees</i> when he fell.
15. foreign	- France is a <i>foreign</i> country.
16. bulb	- The electric <i>bulb</i> burned out.
17. divide	- <i>Divide</i> the pie into six pieces.
18. separate	- I have two <i>separate</i> invitations.
19. through	- The ball went <i>through</i> the window.
20. immediately	- Report <i>immediately</i> to the principal.
21. instead	- Will you bring sandwiches <i>instead</i> of cake?
22. acquainted	- The two boys became <i>acquainted</i> at school.
23. independent	- The <i>independent</i> boy earned his own money.
24. ninth	- It happened on the <i>ninth</i> of last month.
25. library	- Reference books are available at the <i>library</i> .

Test II

1. enough	- They had <i>enough</i> money.
2. their	- The boys spent <i>their</i> money.
3. address	- I copied the <i>address</i> in my book.
4. soldier	- The <i>soldier</i> fought in the battle.
5. question	- Can you answer the <i>question</i> ?
6. attention	- The troops stood at <i>attention</i> .
7. control	- He had complete <i>control</i> of the car.
8. perhaps	- <i>Perhaps</i> you do not wish to go.
9. facts	- She learned interesting <i>facts</i> about Alberta.
10. eighth	- She was <i>eighth</i> in line.

11. certificate
12. guest
13. slight
14. idle
15. loose
16. edge
17. doctor
18. department
19. quite
20. whether
21. necessary
22. twelfth
23. receive
24. shoulder
25. narrow

- The pupil received his *certificate* by mail.
- Our *guest* stayed for a week.
- She made a *slight* error in answering the question.
- A lazy person likes to be *idle*.
- The string on the parcel was very *loose*.
- The car went over the *edge* of the pavement.
- The *doctor* arrived at the hospital.
- I saw it in the toy *department*.
- The weather is still *quite* warm.
- Do you know *whether* or not he has come?
- Sunshine is *necessary* for growth.
- Her birthday is on the *twelfth* of May.
- I did not *receive* a reply from him.
- She hurt her *shoulder* in the accident.
- The path was very *narrow* and steep.

Test III

1. believe
2. business
3. toward
4. excellent
5. speech
6. energy
7. practice
8. complete
9. Montreal
10. quiet
11. flight
12. weather
13. lose
14. usually
15. pleasant
16. bought
17. straight
18. probably
19. sincerely
20. typewriter
21. tough
22. degrees
23. elevator
24. province
25. meant

- They did not *believe* the news.
- A wise person minds his own *business*.
- The frightened child ran *toward* us.
- Your work is *excellent*.
- The president made a short *speech*.
- We need *energy* to work.
- Regular *practice* improves one's skill.
- Can you *complete* the proverb?
- The largest Canadian city is *Montreal*.
- A library must be *quiet* at all times.
- His *flight* was delayed one hour.
- The *weather* was exceptionally warm.
- I did not *lose* the key.
- Does he *usually* return at this time?
- Our holiday was a *pleasant* one.
- He *bought* a new bicycle.
- Be sure that the line is *straight*.
- It will *probably* arrive tomorrow.
- I was *sincerely* grateful for the loan.
- We bought a *typewriter* for the office.
- The rope was made of *tough* fibres.
- The temperature rose five *degrees*.
- We went to the top floor by *elevator*.
- Each *province* has its own government.
- He did not say exactly what he *meant*.

Test IV

1. certainly
2. ninety
3. refrigerator
4. oven
5. prevent
6. area

- I *certainly* do know the answer.
- The chair cost *ninety* dollars.
- The meat was in the *refrigerator*.
- She cooked the roast in the *oven*.
- Try to *prevent* accidents.
- He lived in a downtown *area*.

- 7. knowledge
 - Books help us to acquire *knowledge*.
- 8. though
 - He did it even *though* it was a mistake.
- 9. led
 - The prisoner was *led* away.
- 10. nation
 - Our *nation* has ten provinces.
- 11. weigh
 - How much does the parcel *weigh*?
- 12. regular
 - They follow a *regular* routine.
- 13. chosen
 - She was *chosen* as the leader.
- 14. sandwiches
 - They served dainty *sandwiches* at the tea.
- 15. summer
 - *Summer* is the time for holidays.
- 16. Saskatchewan
 - *Saskatchewan* is a prairie province.
- 17. finally
 - He *finally* arrived at his destination.
- 18. surround
 - High walls *surround* the city.
- 19. forehead
 - He wrinkled his *forehead*.
- 20. losing
 - The merchant was *losing* money on that item.
- 21. scissors
 - She cut the cloth with sharp *scissors*.
- 22. forty
 - They paid *forty* dollars for it.
- 23. voyage
 - The ship was on its first ocean *voyage*.
- 24. wrapped
 - Mary *wrapped* the parcel carefully.
- 25. neighbour
 - My *neighbour* has a new car.

THE MACMILLAN SPELLING SERIES

TO THE TEACHER

The aim of instruction in spelling is to bring each pupil to the point where he spells correctly each word he writes. The seven books of the Macmillan Spelling Series, based on extensive research, are therefore designed to:

- Teach pupils automatic mastery of the words which they need to use in writing.
- Develop ability to spell correctly in all written work in and out of school, not just words in lists in spelling periods.
- Help pupils acquire an efficient method of studying and mastering words.
- Develop self-dependence in spelling, in terms of ability to locate correct spellings and to check the accuracy of spelling.
- Develop pride and interest in spelling correctly.

This book consists of forty units, including seven review units. Three hundred and twenty-one words are listed, of the total basic list for the entire series of 2240. The words selected are those most frequently written by children: the basic list provides for about ninety-five per cent of the average pupil's needs. The words are grouped in such fashion as to aid learning and to allow for the development of spelling power well beyond the basic list through word analysis and word building. Since pupils vary widely in spelling aptitude and achievement, extra words for good spellers have been added from time to time, as well as special activities for poor and for good spellers in each review unit. Repeated attention is given to approximately 300 words which account for the great majority of all spelling errors.

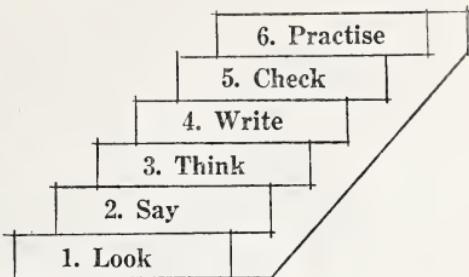
A Teachers' Edition of each book in this series is available. This consists of the Pupil Edition with interleaved pages of suggestions to teachers. Included, unit by unit, are such aids as guides for teaching and re-teaching difficult words, background material on the teaching of spelling, additional exercises for good spellers and for poor spellers, and further suggestions for relating spelling to other parts of the language arts program.

No textbook can be an adequate substitute for a capable and imaginative teacher. The Teachers' Edition is meant to assist you in your vital work of teaching spelling as an essential communications skill.

The symbol (†) is used in the word lists beginning on page 104 to mark words that have alternative spellings. The alternative spellings and the page numbers of the words are provided on page 107.

TO THE PUPIL

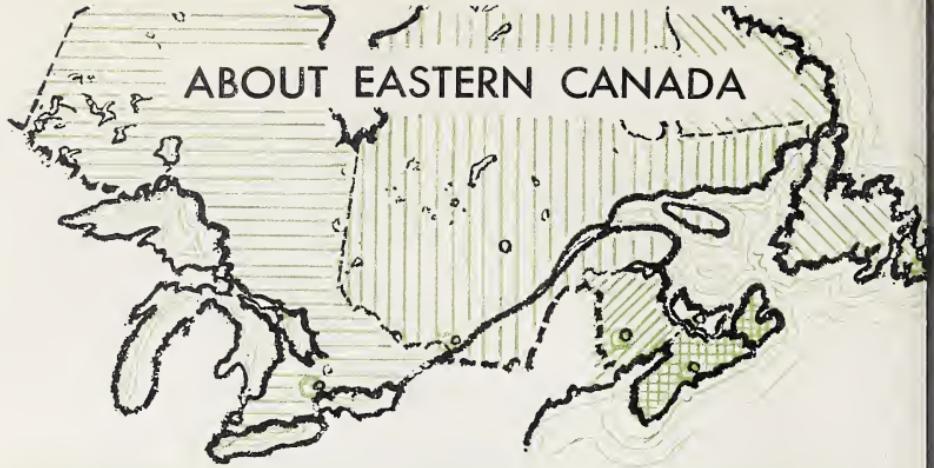
HOW TO STUDY A WORD



Follow these six steps in learning to spell a word:

1. **Look** at the word.
 - Look at it from left to right.
 - Look at the letters from left to right.
2. **Say** the word.
 - Say the word carefully. Be sure to pronounce the word correctly and distinctly.
 - Say the letters to yourself.
3. **Think** about the word.
 - Does it look like any other word you know?
 - Does it sound like any other word you know?
 - Is it spelled in the same way?
 - Is there any unusual part which you should note carefully?
 - Close your eyes. Try to remember what the word looks like.
4. **Write** the word.
 - Write the word without looking at it in your list.
 - Did you get it right?
5. **Check** how you spelled it.
 - If not, look for the part of the word that was hard for you. Write the word correctly.
6. **Practise** spelling the word.
 - Start again at step 1, until you are sure that you can spell the word correctly.
 - Write a sentence using the word. Check the spelling in the sentence.

1 ABOUT EASTERN CANADA



Charlottetown	Fredericton	Halifax	St. John's
Toronto	Dominion	capital	channel
commonwealth	harbour	wilderness	foreign
narrow	explore	shallow	quarry

1. a. Name the capitals of the two island provinces.
b. Name three of the provincial capitals above which have fine harbours.
c. Which city is the capital of Ontario? of New Brunswick?
d. Write **foreign capital** after the number of each of the following which is the capital of a foreign country:
(i) Washington, (ii) Paris, (iii) Luxembourg, (iv) Brussels.
2. a. Write a question using both **narrow** and **channel**.
b. Write a statement about Champlain using the words **explore** and **wilderness**.
3. a. What title is given the group of nations of which the United Kingdom, Australia, and Canada are members?
b. What is the name of Canada's national holiday?
4. Write
a. the noun derived from the adjective **wild**.

SUGGESTIONS FOR TEACHERS, UNIT 1

Introducing the Unit

Since this is the first formal unit of the school term, considerable time should be spent explaining each step in "How to Study a Word" (p. 5) so that each pupil is given a firm start in expanding his spelling power.

In all your teaching, be conscious of the aims outlined on page 4 of the textbook. Help your pupils to acquire an appreciation of the value of correct spelling in every phase of home and school life. Emphasize the importance attached to spelling in the business world. Show how having and using generally accepted word forms will produce greater ease in reading.

Teaching the Words

The authors and editors of this series of textbooks have provided a large number of exercises and activities to help with spelling instruction and learning. Many equally successful techniques may be devised by the teacher and pupils for studying the words and developing spelling skills. The following lesson outline is offered merely as a guide for the introduction and presentation of the words of this unit.

(a) Introduce each new unit with the same care you must use in introducing a new lesson in any subject. The words in each unit have been grouped in relation to a particular subject or by some common phonetic principle. This method of grouping provides a way of presenting the words in an interesting manner. For example, Unit 1 could be introduced briefly by comparing the difficulties met in sailing up the St. Lawrence now and in the time of Cartier, or by discussing the importance of the St. Lawrence Seaway to Canada in general and to Eastern Canada in particular. Refer to the map on page 6.

(b) Present the words of the unit so that the meaning of each is clear and the difficult parts noted. Write the words on the chalkboard and mark the difficult parts with coloured chalk. Divide the words of more than one syllable into separate syllables. Point out the interesting or difficult features of the words. Note the two words in *Charlottetown* and that both sets of "t's" are pronounced. In *Fredericton*, the *town* has become *ton*. St. John's is commonly misspelled through the omission of the apostrophe. Note that *commonwealth* is a compound word, *wealth* meaning not riches but welfare — similar to *weal* in the expression *the common weal*.

For words that may be used to convey different meanings, make use of the dictionary and use appropriate sentences for illustration; e.g.,

Ottawa is the *capital* of Canada.

Murder is a *capital* crime.

That is a *capital* idea!

A large amount of *capital* is needed to start a business.

(c) Encourage active participation of all pupils during the teaching period. Have words spelled orally and silently. Have the pupils write

certain words in their workbooks as you present them. Encourage self-checking after the words are written. Have the pupils consult the dictionary for word origins as well as for their different meanings.

(d) In each unit, many words are "formed" from the basic list. These new words are an integral part of the unit and should be included for enrichment of the good spellers, e.g., *narrow, narrows; capital, decapitate; handkerchief; cabbage; explore, exploration, explorer, deplore, implore*; etc. For enrichment exercises, pupils may be encouraged to form additional words through the use of prefixes and suffixes, e.g., *narrowly, narrowness, explorative, exploratory, wildly, foreigner*, etc.

Doing the Exercises

Ex. 1. Do this exercise on the chalkboard to show what is expected by way of a written exercise. Insist that all written work be neat, legible, and accurate.

a: Charlottetown, St. John's; b. Halifax, St. John's, Toronto; c. Toronto, Fredericton; d. All four.

Ex. 2. a: Accept reasonable answers. b. Accept reasonable statements.

Ex. 3. a: The Commonwealth; b. Dominion Day.

Ex. 4. a: wilderness; b. narrows, narrowness; c. explorer, exploration; d. capital punishment – punishment by death.

Ex. 5. a: harbour, v. – to protect or hide; b. channel, n. – a bed of a stream of water, v. – to direct; c. a narrow band of frequencies for broadcasting, a television station.

Ex. 6. a: cap'i-tal, chan'nel, com'mon-wealth, har'bour, nar'row. b. Char'lotte-town, Tor-on'to, Fred'er-ic-ton, Do-min'ion, Hal'i-fax.

Ex. 7. a: punishment by death; b. difference in value between money of different countries; c. confine or limit; d. investigate.

Ex. 8: Encourage pupils to make use of reference books for this type of exercise. An exercise of this kind might be correlated with the language program if you prefer.

Re-teaching

After each dictation, excuse from further teaching those pupils who had all words correct and allow them to proceed with the Extra Words and the exercises "For Good Spellers". Re-teach only the words misspelled to the pupils who had errors. The words may be grouped according to similarities of construction or meaning.

Words with double consonants: *Charlottetown, commonwealth, narrow, wilderness, channel*.

Words with consonant partners: *Charlottetown, commonwealth, channel*. Note that *ch* in *Charlottetown* is pronounced *sh*.

Words with a vowel and *r*: *Charlottetown, Toronto, harbour, Freder- ictown, explore, wilderness, foreign*.

Review rules studied previously and examples that are similar to words in the unit as well as words that are exceptions to the rule: e.g.,

Where double consonants appear in the middle of a word, the division is usually made between the consonants, e.g., *nar-row*, *com-mon-wealth*.

FOR POOR SPELLERS

1. a. Write from the list the names of five capital cities, and after each, the province of which it is capital. (Charlottetown – Prince Edward Island; Toronto – Ontario; Fredericton – New Brunswick; Halifax – Nova Scotia; St. John's – Newfoundland)
b. Write the word from the list that describes Canada's political status. (Dominion)
2. a. Write the words that have silent letters and circle the silent letters in each. (Charlot~~t~~^te town, com~~m~~^m onwe~~@~~lth, Fred~~c~~^crichton, explor~~e~~^e, St. Jo~~h~~^hn's, for~~e~~^ei~~g~~^gn)
b. Write a word that has a prefix. (*explore*, *commonwealth*)
c. Write two words that are compound words. (Charlottetown, commonwealth, Fredericton)
3. Write from the list the word that means
 - a. a large uninhabited area; (*wilderness*) b. the chief city of a country or province; (*capital*) c. a narrow body of water between two land masses; (*channel*) d. a shelter for vessels. (*harbour*)
4. Write the word from the list that is
 - a. opposite of *wide*; (*narrow*) b. a synonym for *canal*; (*channel*)
c. the same as a *port*; (*harbour*) d. opposite of *native*. (*foreign*)
5. a. What four cities are in the Atlantic provinces? (Halifax, Charlottetown, Fredericton, St. John's)
b. What city in the list is located in Ontario? (Toronto)

FOR GOOD SPELLERS

1. a. Write *quarry*. Find two different meanings for the noun *quarry*, and illustrate the meanings by using *quarry* with one or more words in the regular list. (an object of pursuit, a place from which stone is extracted)
b. Write *shallow*. Use *shallow* to describe two words in the list (shallow harbour, shallow channel, shallow quarry)
c. Write the plural form of *quarry*. Form another noun by adding *ing*. What other part of speech could this new word be? (quarries; quarrying; verb)
d. Write both *quarry* and *shallow* in syllables. What effect does the double consonant have in each? (quar'ry, shal'l'ow; the syllable division comes between the consonants)
2. a. Find and write the origin of the names of three cities that are in this unit. (*Charlottetown* was named in honour of Queen Charlotte, consort of King George III; *Toronto* was originally named *York* after the Duke of York, second son of George III. In 1834 the name was changed to *Toronto*. All authorities

agree that it is an Indian word but there are several different theories regarding it. One source claims Iroquois origin, "Thoron-to-hen", meaning "timber in the water (fallen trees)". Another quotes the Iroquois word "De-on-do", meaning "logs floating in the water". Some claim the name came from the Seneca Indian words "Knitare onto", meaning "lake and to open", for it was the gateway from Lake Ontario to the Huron country. *Fredericton* was named in honour of Prince Frederick, second son of King George III, by Governor Carleton in 1785. *Halifax* was named in honour of the Earl of Halifax by the Hon. Edward Cornwallis, Governor of Nova Scotia. *St. John's* was named in honour of the feast of St. John the Baptist because the site was discovered on this feast day, June 24, in 1497.)

- b. How are all the cities alike? Tell another important fact about each. (all are capital cities; *Halifax* – navy yards, harbour, etc.; *Charlottetown* – tourist centre, harbour, etc.; *Fredericton* – university, industrial, etc.; *St. John's* – fishing industry, tourist centre, etc.; *Toronto* – university, industrial, etc.)
3. a. Write two synonyms for *narrow*. (thin, restricted, confined, etc.)
b. Write sentences to illustrate two different meanings of the noun *capital*. (chief city, a sum of money used for investment)
c. Write the opposites of *foreign*, *narrow*, *shallow*. (native, wide, deep)
4. a. Replace the prefix of *explore* with two other prefixes to make new words. (implore, deplore)
b. Add a suffix to *capital* to make a verb and use the new word correctly in a sentence. (capitalize – to make use of for the sake of profit)
c. Write other words besides *foreign* that end in *eign*. (deign, feign, reign, sovereign, etc.)
d. List some types of land that might be classed as *wilderness*. (forest, jungle, desert, virgin land, etc.)
5. Explain briefly the Queen's position in the Commonwealth. (The Queen is head of the Commonwealth. In addition, she is recognized as Queen of all those countries and territories within the Commonwealth that have not acquired republican status.)

MOST COMMONLY MISSPELLED WORD REPEATED FROM EARLIER BOOKS: *foreign* (5, 6)

- b. narrow and a noun formed from **narrow**, by the addition of a suffix.
- c. explore and the nouns formed by adding the suffixes **er** and **ation**.
- d. capital as an adjective in a sentence about punishment.

5. a. **Harbour** is commonly used as a noun. To show its meaning as a verb use it with **runaway slave**.

- b. Write **channel** twice. Give its definitions when used as (i) a noun, (ii) a verb.
- c. Radio and television have given new meanings to **channel**. Write a sentence which illustrates the use of **channel** as a broadcasting term.

6. a. Write the following words in syllables: **capital**, **channel**, **commonwealth**, **harbour**, **narrow**. Write them again as whole words in alphabetical order.

- b. Write each of the proper nouns (except the **capital** of Newfoundland) in syllables.

7. Explain the meaning of the following:

- a. **capital** punishment.
- b. **foreign** exchange.
- c. Narrow your remarks to include only **Fredericton**.
- d. **Explore** the possibility of visiting **Charlottetown**.

8. Describe your adventures as a member of a trading party, about the year 1650, as you hurriedly make your way from a camp on the Niagara River to Quebec. You are aware that winter will soon set in.

Remember to proof-read what you have written. Check the spelling of any words of which you are not sure.



PRONUNCIATION — NOT ALWAYS A GUIDE TO SPELLING

Pronunciation is not always a guide to spelling nor spelling to pronunciation. A good dictionary helps to relate one to the other.

The reasons for many of the silent letters in English words are fascinating. For example, the **s** in **aisle** is a result both of an error in scholarship and of a coincidence. A good dictionary or a book of word origins will help you trace the development of the silent **s** in the homonym **isle**.

Some silent letters are fossils of sounds. Long ago they were pronounced. If you have heard a Scotsman saying **thocht** you will know why **thought** has **gh** in it; and if you know the German word for **eight** you will understand why **eight** contains **gh**—now silent, but once pronounced.

Here's a set of words in which the pronunciation does not offer much help in the spelling:

aisle	enough	eighth	thought	through
flight	slight	siege	throughout	thorough
scissors	who's	knowledge	unknown	though
rhythm	sighed	sword	trough	

1. Write

- the word which has a sound for **gh**. What is the sound?
- the words in which **gh** serves to make the preceding **i** long.
- through** and **thorough**. These were once the same word. Compare the meanings of **thoroughfare** and **throughway**.
- the compound word of which **through** is part.
- thought**. Circle three silent letters.
- the word in which **ough** spells **ō**.

- Which words are formed from the same root as **know**?
- Which words may be used as nouns and verbs?
- Which word has a silent **s**?

SUGGESTIONS FOR TEACHERS, UNIT 2

Introducing the Unit

Many words in this unit have varied pronunciations of the same groups of letters. It is suggested that dictionary skills, especially the interpretation of diacritical marks, be reviewed in a language or reading lesson before introducing this unit. Then pupils will be prepared to check the pronunciation of each word in this unit in their dictionaries.

Teaching the Words

The words in this unit prove that there are a large number of words in the English language that are not spelled as they are pronounced. This inconsistency is caused by silent letters, and by varied pronunciations for certain letter combinations, e.g., *ough*, *ea*, etc.

Words may be grouped structurally for presentation; words taken previously may be included in these groupings as well; e.g.,

flight, slight; light, right, fight, etc.

knowledge, unknown; know, known, knowing, etc.

through, throughout; thoroughly

thorough, though; thoroughly

Mark for particular attention the combination of letters that produces the long *i* sound of *ai* in *aisle*, the long *a* sound of *ei* in *eighth*, and the long *e* sound of *ie* in *siege*. Emphasize that *who's* is a contraction of *who is* and relate it to *it's* and *I'm*. Point out the silent *s* in *aisle* and compare *aisle* to *island*. The silent *gh* in *eighth* should be noted. Stress the *ie* combination in *siege* since pupils tend to transpose the *ie* after the *s* sound. Relate *sc* in *scissors* to *scene* and *science*, in which the *c* is also silent. Note that *scissors* is always plural in form. Relate the *f* sound of *gh* in *enough* to *rough* and *tough*. Have pupils provide other words such as *knowledge* and *unknown* in which *k* of the *kn* combination is silent — *knew, know, knock, etc.*

In this unit, all the words containing *ough* with its various pronunciations will undoubtedly give trouble to many pupils. Group these words on the chalkboard according to their sound and underline the *ough*, using a different colour for each sound, e.g., *oo* — *through, throughout; ō* — *thorough, though; ū* — *thought; ūf* — *enough.*

Doing the Exercises

Ex. 1. a: enough — *f*; b. slight, flight; c. throughway or thoroughfare — a public road open at both ends; d. throughout; e. circle *ugh*; f. though.

Ex. 2. a: knowledge, unknown; b. slight, thought; c. aisle.

Ex. 3. a: unknown — *ō*, knowledge — *ō*; b. (i) unknowable, (ii) acknowledge.

Ex. 4. a: eighth; b. who's; c. who's, through, throughout; d. siege.

Ex. 5. a: (i) slightly, thoroughly, (ii) besiege; b. scissors, aisle, siege.

Ex. 6. a: a seat on the aisle; b. an amount that is not known; c. One who has knowledge has the advantage over one who has not. Accept reasonable answers.

Ex. 7. a: slightly – to a small extent; b. scissors – two blades are needed to cut.

Dictating

It is important at this stage to establish a pattern of dictation with the class. Indicate how you wish each page of dictation organized: in column form, across the page, etc.

In dictation, say each word, use it in a sentence, then repeat the word, e.g., *flight*. The *flight* to Winnipeg was delayed by fog. *flight*. Pupils should be trained not to write until the word is given the second time. If pupils are allowed to write after the word is given the first time, their attention is divided between writing and listening. Moreover, a sentence distinguishes between homonyms and also serves to clarify the meaning. Understanding the meaning of the word often helps to generate confidence and hence improves spelling accuracy.

Re-teaching

In the course of presenting any of the units in this book, re-teaching occurs after the initial testing of the basic list. This is the stage in which you should work with those pupils who, from the test, indicate the need for re-teaching.

First make sure each pupil corrects his own errors, and enters the words in a "Personal Spelling List" at the back of his dictation notebook.

Determine which words were misspelled most frequently, and the parts where the difficulties occurred. Draw attention to these parts through syllabication, coloured chalk, underlining, etc.; e.g., In the word *siege*, the *ie* often presents difficulty. Write *siege* on the chalkboard; ask for the letter combination that makes the long *e* sound; mark it with coloured chalk; have pupils write it, marking the letters in the same way; have pupils use the word in a sentence. Emphasize again the various pronunciations of *ough*.

The silent *s* in *aisle*, the silent *c* in *scissors*, and the *ghth* in *eighth* all need special emphasis.

FOR POOR SPELLERS

1. a. Write *thought*. To *thought* add the suffixes *ful*, *less*, *fulness*. What does each of the new words mean? (thoughtful – considerate, attentive, etc.; thoughtless – inconsiderate, careless of others' feelings, etc.; thoughtfulness – serious attention, consideration for others, etc.)
b. Add a prefix to the word *though* and use the new word in a sentence. (although – even if, suppose that, etc.)
2. Write
 - a. the word with the silent *c*; (scissors)

- b. the word that is a contraction; (who's)
- c. two words that have silent *k*; (knowledge, unknown)
- d. the word that has four consonants together. (eighth)

3. List

- a. the six words that have *ough*. Circle the combination. Write in brackets after each word the pronunciation of each combination. (enough (*uf*), thought (*ō*), throughout (*oo*), through (*oo*), thorough (*ō*), though (*ō*))
- b. the three words containing *igh*. In which word is the sound of the vowel influenced by the presence of a preceding silent vowel? (flight, slight, eighth; eighth)
- c. the three words that begin and end with the same letter. (scissors, thought, throughout)

4. Write the word from the list that

- a. is the opposite of *familiar*; (unknown)
- b. is the name of an ordinal number; (eighth)
- c. means the same as a trip by air; (flight)
- d. names part of a building; (aisle)

5. *Riddles*

- a. My last letter may be moved to the first to make a different word. (eighth – height)
- b. My homonym is a verb. (through – threw)
- c. Move my first letter to the end to make a plural noun. (slight – lights)
- d. Part of me is a narrow shelf. (knowledge)

FOR GOOD SPELLERS

- 1. a. Write *rhythm*. From what language does *rhythm* come? (Greek, *rhuthmos*, meaning any regularly recurring vibratory motion)
- b. Explain the meaning of *rhythm* with respect to (i) music, (ii) poetry. (pattern of strong and weak beats; pattern of accented and unaccented syllables)
- c. Add suffixes to *rhythm* to make as many words as you can. (rhythmic, rhythmically, rhythmical, rhythmist, etc.)

- 2. a. Write *sighed*. What part of speech is *sighed*? (verb)
- b. Write the stem of *sighed*. Use the stem as a different part of speech. (sigh, noun, a groan or gasp)

- 3. a. Write *sword*. Circle the silent letter. (circle *w*)
- b. Make a list of several types of swords. (rapier, sabre, scimitar, cutlass, etc.)
- c. What is meant by "The pen is mightier than the sword"? (Accept reasonable answers; e.g., More good is accomplished by the written word than by battles.)

- 4. a. Of what are troughs made? For what are they used? (wood, metal, plastic, etc.; to hold liquid or to channel it from one place to another)

- b. What is meant by a trough in a wave? (the low curve between the crests of two waves)
- 5. a. Write three words in which the *w* of the *sw* combination is pronounced. (swallow, swan, swift, swing, swim, etc.)
b. Write three words in which *w* is silent. (write, wrist, wrong, answer, wrench, etc.)
c. How many words can you make using some or all of the letters of each of *trough* and *sighed*. (rough, tug, hug, hot, hut, rut, rug, tough, got, gout, rout, out, our, tour, hour, rot, etc.; his, dig, sigh, die, is, hid, dish, hide, dies, shed, she, side, etc.)
d. Write two synonyms and one homonym for *sighed*. (groaned, gasped, moaned, etc.; side)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: aisle, siege

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: scissors (6), enough (3, 4), eighth (5, 6), knowledge (6), thought (5, 6), through (5, 6), though (6)

3. a. Write **unknown** and **knowledge**. Use the dictionary to help you indicate the pronunciation of **ow** in the two words.
b. Write **unknown** and **knowledge** again. Form additional words by (i) changing the suffix of **unknown** to **able**, (ii) adding the prefix **ac** to **knowledge**.

4. a. Write **eight** and the ordinal numeral derived from **eight**. Note particularly the combination **ghth**.
b. Which word is a contraction?
c. Which words spell **oo** with the letters **o** and **ou** respectively?
d. Write the word in which **ie** has the sound of long **e**.

5. a. Form
(i) adverbs from two adjectives in the list.
(ii) a verb from **siege**.
b. Write the words from the list which you might associate in your mind with the following: **cutting**, **a church**, **a war**.

6. Explain what is meant by the following:
a. **aisle** seat.
b. an **unknown** quantity.
c. **Knowledge** is power.

7. a. To **slight** add the suffix **ly**. Use the new word to show its meaning.
b. Write the plural noun in the list. Why do you think the plural form is used for this instrument?
c. Use the words **siege** and **knowledge** to explain a successful attack.

Acquaint yourself with the dictionary you are using. Find the pronunciation key and make sure you know how to use it.

Begin now to keep a personal spelling list. It should consist of words that you have misspelled in any of your written work as well as words from the spelling lists.

SICKNESS AND HEALTH

ankle	breath	stomach	sensible	bandage
fever	reduce	tongue	breathe	forehead
height	sense		medicine	shoulder
brain	muscles	tonsillitis	pulse	gauze

The words for this unit either refer to a part of your body or are associated in some way with health.

1. a. Write the words which name parts of the body.
 b. Which one of these words is compound? Separate the two words composing it by drawing a vertical line.
 c. Which word in the list refers to the size of the body?
2. a. Write the noun and the verb formed from the same root. Use *n.* and *v.* to indicate the part of speech.
 b. Write **breathe**. What effect has the final **e** on the pronunciation of **breathe**?
 c. Write the noun and the adjective formed from the same root. Form additional words by using suffixes.
 d. Write **reduce**. What is the related noun? What effect has the addition of the suffix on the vowel sound in **reduce**?
 e. Write words which can be formed from the root of **reduce** by changing the prefix. What are the corresponding nouns?
3. Answer the following questions using a word or more from the list in every answer:
 - What effect could **medicine** have on a patient's **fever**?
 - What might the doctor suggest you do if you sprained your **ankle**?
 - What is meant by **common sense**?
 - What might the doctor prescribe for a **stomach ache**?

SUGGESTIONS FOR TEACHERS, UNIT 3

Introducing the Words

Since all the words in this unit relate to the body or to health, a helpful introduction might be a simple diagram of the body drawn on the chalkboard and labelled with appropriate words from the list. The other words in the unit may be grouped under the topic of health and listed on the chalkboard.

Group the words for phonetic similarities. The following are two examples of possible groupings:

Words ending in silent *e* — *ankle, reduce, sense, tongue, breathe, sensible, medicine, bandage*;

Words with *ch, th*, or *sh* — *breath, stomach, breathe, shoulder*;

Words with small words in them — *fever — ever; height — eight; forehead — fore, head; tongue — ton; bandage — band, age; shoulder — should*.

Errors made by the pupils will suggest other groupings for your particular class. Use all devices at your disposal to emphasize the difficult parts of the misspelled words.

Other details of these words that may present difficulty and need particular stress are: the two *i*'s in *medicine*; the *ible* suffix in *sensible*; the soft *g* in *bandage*; the *le* ending in *ankle*; the *ei* combination in *height*; the *u* in *tongue*, and in *shoulder*.

Spelling instruction is often a boring experience for those pupils who have already mastered the words that are presented each week. Such pupils could be better employed in extending their spelling skills by proceeding with the work "For Good Spellers".

For units in which many familiar words are included, as in this unit, the test-study method provides variety. However, it must be remembered that this method is not infallible, for some pupils may spell the word correctly on the pre-test by sheer chance or guessing. You know the ability of your class and can best decide whether this method would be advisable for use in your particular situation or whether it would be best to follow the more conventional method of teaching the words before they are tested as outlined in Unit 1.

The following sentences are offered if you wish to pre-test this unit. Remember to use the method of dictation suggested in Unit 2.

1. The player broke his *ankle*.
2. There was not a *breath* of fresh air.
3. Bill had a pain in his *stomach*.
4. Saving money is a *sensible* idea.
5. A *bandage* was put over the wound.
6. The sick child had a very high *fever*.
7. They must *reduce* the price for the sale.
8. The boy bit his *tongue*.
9. *Breathe* deeply for good health.
10. He had a bad cut on his *forehead*.
11. In the past year, she grew two inches in *height*.

12. The *sense* of sight is important in reading.
13. The *medicine* should cure your cold.
14. The football player wore *shoulder* pads.

Doing the Exercises

Ex. 1. a: ankle, stomach, tongue, forehead, shoulder; b. forehead; c. height.

Ex. 2. a: breath (n.); breathe (v.); b. makes *ea* have long *e* sound; c. sense (n.), sensible (adj.); sensation, sensitive, sensibly, etc.; d. reduction; changes the *u* from long *u* to short *u*; e. deduce, deduction; produce, production; induce, induction; etc.

Ex. 3. a: reduce; b. bandage; c. sensible; d. medicine.

Ex. 4. a: bandage, height; b. bandage, sense.

Ex. 5: Accept reasonable answers; e.g., a. Put your shoulder to the wheel. Excitement was at fever pitch. b. She spoke a foreign tongue. c. They crossed over a height of land.

Ex. 6. a: forehand, forethought, foresight, etc.; headache, headstrong, headlight, headland, etc.; b. medicine-man.

Ex. 7. a: breathing; b. reducing, bandaging, or sensing.

Re-teaching

In re-teaching, use different techniques from those used in the original presentation. Excuse pupils who had no errors from re-teaching but include them in the final test of the unit.

Note the common error of adding *e* to *stomach*. *Forehead* is a compound word and is pronounced to rhyme with *horrid*, as in the nursery rhyme, "There was a little girl who had a little curl, Right in the middle of her forehead." Point out the *k* in *ankle* and explain that this word comes from the Middle English *ankyl*, which in turn was derived from the Norse.

List words that have the same root as *reduce*: *reduction*, *produce*, *production*, *induce*, *induction*, *conducive*, *conduct*, *conduction*, *conductor*, *deduce*, *deduction*, etc. Point out their relation to *duke* and *duchess* (all are derived from the Latin *ducere*, to lead or bring).

The exercises "For Poor Spellers" are provided for use during the re-teaching period. Use only those that will be of benefit to your class. Dictate and re-teach a diminishing number of words until almost complete mastery is achieved. Make note of any words that have presented particular difficulties to your class and include them as review words in succeeding units.

FOR POOR SPELLERS

1. a. Write the one-syllable words from the basic list. (height, breath, sense, tongue, breathe)
- b. Write the words with more than two syllables. (sensible, medicine)
- c. Write the two-syllable words in alphabetical order, and place the accent mark on each. (an'kle, ban'dage, fe'ver, fore'head, reduce', shoul'der, stom'ach)

2. a. Write *sense*. Drop the *e* from *sense* and add the suffixes *ation* and *itive*. Check the dictionary for the meanings of these new words. (sensation, n. – impression made on the mind through one of the sense organs; sensitive, adj. – having feelings easily excited)
b. Write the two words in which *o* has a short *u* sound. (stomach, tongue)
c. Write the words that have a silent *u*. (tongue, shoulder)
3. Write
 - a. the words that have two *e*'s; (fever, reduce, sense, breathe, sensible, medicine, forehead)
 - b. the word that rhymes with *colder* but is spelled differently; (shoulder)
 - c. the words that end in *er*; (fever, shoulder)
 - d. the words that begin with the same consonant blend. (breath, breathe)
4. Answer the following questions, using a word from the list in each answer:
 - a. What does a frog use to catch its prey? (tongue)
 - b. For what does the doctor give a prescription? (medicine)
 - c. What is one sign of illness? (fever)
 - d. What is one purpose of a diet? (reduce)
5. *Riddles*
 - a. My first three letters weigh 2,000 lbs. (tongue – ton)
 - b. To live, you must do this. (breathe)
 - c. I am between your hair and your eyes and nose. (forehead)
 - d. Take off my last three letters, and I might play some music. (bandage – band)

FOR GOOD SPELLERS

1. a. Write *brain*. The term *brain-washed* has become common in recent years. Explain in your own words what brain-washed means. (taught to accept only the philosophy of those in power over one; indoctrinated)
b. Write *gauze*. Describe the appearance of gauze and name two uses for it. (thin transparent fabric; bandage, surgical dressings, mosquito netting, etc.)
c. Write *pulse*. Why does a doctor take a patient's pulse? (to check the rate of the heartbeat)
d. Write *muscles*. The word *muscle* originated from a Latin word meaning *little mouse*. Suggest a reason why this name was given to the muscle. (appearance of the muscle under the skin)
e. Write *tonsillitis*. What is the root word? (tonsil) What word means the removal of tonsils? (tonsillectomy)
2. a. Name the part of the arm that corresponds to the ankle. (wrist)
b. What word from the same root as *sensible* has the opposite meaning? (senseless)

- c. Describe the stomach and tell what part it plays in digestion. (a muscular sac secreting a fluid (gastric juice) that enables food to be absorbed by the tissues of the body)
- d. With which Extra Word would you associate each of the following: *bandage, strength, thinking?* (gauze, muscles, brain)

3. Write

- a. two new words by adding prefixes to *pulse*; (impulse, repulse)
- b. the word formed by adding a prefix to the word *sense*; (non-sense)
- c. an adjective formed from the root of *medicine*; (medical, medicinal)
- d. two words made by replacing the consonant blend of *brain* with another consonant blend. (stain, slain, train, drain, etc.)

4. List

- a. two organs of the body that are made up of muscles. (heart, stomach, intestines, etc.)
- b. two living creatures that depend on the tongue to catch food. (frog, chameleon, ant-eater, etc.)
- c. three diseases that cause very high fever. (measles, scarlet fever, diphtheria, mumps, influenza, etc.)
- d. three things that are famous for their height. (Empire State Building, Mount Everest, giraffes, palm trees, etc.)

5. In your own words, explain what is meant by each of the following:

- a. We seem to be *ankle deep* in magazines. (to have a great many)
- b. His father told him he must learn *to take his medicine*. (to be responsible for his own actions)
- c. We must try *to reduce traffic hazards*. (to decrease dangerous conditions for drivers and pedestrians)
- d. The game had reached *a fever pitch*. (the highest point of excitement)
- e. Everyone must *shoulder his load*. (do his share)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: height, medicine

MOST COMMONLY MISSPELLED WORD REPEATED FROM AN EARLIER BOOK: shoulder (6)

4. Write

- the words which illustrate soft g, and silent g. Box g.
- two words ending in silent e which can be used either as nouns or as verbs.

5. a. Write a phrase or sentence which illustrates a figurative use for each of the following words, e.g., The soldier could not **stomach** the brutal conduct of the guards.

stomach, shoulder, fever

- Use **tongue** to mean **language**.
- Use **height** to mean a **high place**.

6. a. Write **forehead**. Now form two new compounds by using both parts of **forehead** in conjunction with other words.

b. Combine **medicine** with **man** to tell about a wonder-worker in an Indian tribe.

7. a. Write **breathe**. Now add the ending **ing**. Note what happens to the **e** on the end of **breathe**.

b. Find two other words in the list that are treated the same way when **ing** is added. Write these words and then add the **ing** to both.

8.



Describe briefly what happened one day when you ran a temperature and the doctor was called to attend to you. What did he tell you to do? How did you react to this?

PROOF-READ CAREFULLY. CLEAR, LEGIBLE HAND-WRITING IS AN AID TO GOOD SPELLING.

WORDS ABOUT SPORTS

coach	curve	event	system	practice
uniform	series	victory	umpire	develop
league	single	putting	expensive	

golf

tennis

foul

Most of the words in this unit have a connection with some sporting activity. You will find them useful in writing about sports as well as in other contexts.

1. Write a sentence or two about each picture below. Use at least one word from the list in your comment.

a.

b.

c.



2. a. Write **umpire**. An **umpire** has an aristocratic ancestry. It used to be a **noumpere**, from the Latin words **non par**, meaning **not equal**. **Umpire** is the result of many people thinking that **n** of **noumpere** belonged to the article **an**, so that a **noumpere** became an **umpire**.
 b. Write **uniform**. **Uniform** is a compound word. Write **uniform** again, underlining the first part of the compound. Write another word containing the same root.

3. Write

- series and its plural form.
- a phrase using **single** as an adjective.
- develop** and a noun formed from **develop**.
- coach** followed by its plural form.

SUGGESTIONS FOR TEACHERS, UNIT 4

Introducing the Unit

Since sports are of particular interest to pupils at this level, no difficulty will be experienced in introducing the basic words to the class.

At this point remember that, for the good spellers, the basic list is only a basis for learning to spell many related words. These related words are as much a part of their work as the words listed in each unit. Some of the related words they will be able to develop are *development*; *pensive*, *expense*, *expensively*; *systematic*; *victor*, *victorious*. *Victoria*; *advent*, *invent*, *convenient*. This word-building is not always fully exhausted in the book, and you should be always on the alert to include other "new words".

Teaching the Words

In spelling, as in other subjects, interest may be stimulated and maintained by varying the teaching techniques. For example, newspaper pictures of all types of sports provide an interesting form of introduction for such words as *coach*, *uniform*, *league*, *curve*, *series*, *event*, *single*, *victory*, *putting*, *umpire*, and *practice*.

Group the words according to common spelling elements; e.g., words ending in silent *e* (*league*, *curve*, *single*, *expensive*, and *practice*). Point out the prefixes in *event* and *expensive*. Make a list of words related to *event*: *adventure*, *convention*, *eventual*, etc. (derived from Latin *venio*, *ventum*, come). Note the relationship between *spend* and *expensive* (both are derived from the Latin *pendere*, to weigh).

League and *practice*, both words often misspelled, need particular stress. In *league*, the *ea* has the long *e* sound, and the *u* following the *g* makes it hard, as in *guess* and *guest*. The noun *practice* is a review word. Remind the pupils that the noun has *ce* and the verb *se* (just as in *advice* and *advise*, where the difference can be heard).

Note that several words in the basic list can be used to show more than one meaning: *coach*, *uniform*, *league*, *curve*, *putting*, etc. Make sure that the pupils can use such words to show these different meanings. Remember that confidence in one's ability to use words helps to build confidence in spelling them.

Doing the Exercises

Ex. 1. Accept reasonable answers.
Ex. 2. b: Underline *uni*; reform, perform, conform, inform, etc.
Ex. 3. a: series; b. e.g., not a single mistake; c. development; d. coaches.

Ex. 4. a: Circle *ex*, underline *ive*; (i) pensive, (ii) expense – add an *e*; b. systematic; c. victor, victorious, Victoria.

Ex. 5. a: (i) league, (ii) putting, (iii) practice; b. to throw a curve; c. expensively.

Ex. 6. a: putting – meaning placing; the rule states that the final

consonant, if preceded by a vowel in a one-syllable word, is doubled when a suffix beginning with a vowel is added; b. underline *vent*; *advent*, *convent*, *invent*, etc.; c. e.g., *seven-league boots*, *Twenty Thousand Leagues Under the Sea*, half a league onward.

Ex. 7. a: *practice*; b. *uniform*.

Dictating and Re-teaching

Dictate the words in context, varying the order; include any review words from previous units that caused particular trouble in your class. From time to time, for variation, use short sentences or short paragraphs composed by the pupils for dictation.

Re-teach the words misspelled to the pupils who had errors. Stress the use of the study steps (page 5 of the pupils' text). If a pupil develops good study habits, his spelling achievement will show a marked improvement. Check the spelling dictation carefully to make sure no errors have been overlooked. Make sure these errors are corrected, and personal error lists are kept up to date.

FOR POOR SPELLERS

1. a. Write the words from the list that have vowel combinations and underline these combinations. (*coach*, *league*, *series*; underline *oa*, *ea*, *ie*)
b. Write the words that have a single long vowel, and mark these vowels in the correct way. (*uniform*, *series*, *umpire*)
c. Write words that have the silent *e* ending and underline the *e*. (*league*, *curve*, *single*, *umpire*, *expensive*, *practice*)
2. a. From the basic list, find the synonyms for each of the following: *drill*, *costly*, *individual*, *instruct*, *triumph*. (*practice*, *expensive*, *single*, *coach*, *victory*)
b. Use *coach* as a noun with two different meanings. (an instructor; a carriage, bus, or car on a train)
c. Use *league* correctly in two sentences to show two completely different meanings. (an alliance; a distance of three miles)
3. a. Write *coach*, *curve*, and *develop*. To each add the suffixes *ing* and *ed*. (*coaching*, *coached*; *curving*, *curved*; *developing*, *developed*)
b. Write *practice* and *event*. Add suffixes to these words to make adjectives. (*practical*, *practicable*; *eventful*, *eventual*)
c. Write *putting*. Change the suffix to make the name of a golf club. (*putter*)
4. Write words from the list
 - a. in which you see the following words: *stem*, *sin*, *pen*, *tin*; (*system*, *single*, *expensive*, *putting*)
 - b. that are the opposite of *defeat* and *cheap*; (*victory*, *expensive*)
 - c. that could be mathematical terms; (*league*, *curve*, *series*)
 - d. that are synonyms of *alike*, *referee*, *occasion*. (*uniform*, *umpire*, *event*)

5. Answer the following questions with words from the list:

- Why is exercise valuable for the muscles of the body? (develop)
- When letters are made all the same size, what kind of printing is formed? (uniform)
- What name is given to the sun and the planets? (solar system)
- Why does the sun disappear below the horizon? (curve)

FOR GOOD SPELLERS

- a. Write *golf*. What word in the basic list is associated with golf? Use both words in one sentence. (putting; putting on the green in a golf game)
- b. Write *tennis*. What equipment is used to play the game of tennis? (net, racket, ball)
- c. Write *foul*. Look in your dictionary to find the meaning of *foul*. What does the term "foul ball" mean in baseball? (offensive, loathsome, unfair, etc.; a ball that is hit out of bounds)
- a. Write *practice* and its homonym. Use each correctly to show its meaning. (practise, v. – to exercise oneself at an art; practice, n. – habitual action)
- b. Which Extra Word has a homonym? What is the correct meaning of the homonym? (foul – fowl, kinds of birds kept for eggs and meat)
- c. What adjectives are antonyms for *foul*, *expensive*, *uniform*. (lovely, attractive, etc.; cheap, inexpensive, etc.; varied, different, etc.)
- Write
 - two words beginning with the same first syllable as *bandage*; (bandanna, bandbox, bandit, bandstand, etc.)
 - two words ending in *pire* like *umpire*; (empire, expire, vampire, etc.)
 - three words ending in the same letters as *league*. (tongue, catalogue, fatigue, rogue, synagogue, etc.)
- a. Write three or four words in which the *ou* has the same sound as in *foul*. (aloud, amount, found, fountain, etc.)
- b. The long *o* sound in *coach*, is spelled with *oa*. List four words to show four different ways of spelling the long *o* sound. (though, spoke, told, know, etc.)
- c. Write several words, like *series*, that have identical singular and plural forms. (deer, moose, sheep, etc.)
- d. What word rhymes with *curve* but is spelled differently? (nerve, serve, etc.)
- a. Name the positions of the players on a baseball team. (pitcher, catcher, basemen, shortstop, fielders)
- b. Neither of the two sports named in this unit is a team sport. Tell where each is played. (golf course, tennis court)

c. With what sport is each of the following words associated: *birdie, convert, love, fly?* (golf – one under par; football – the kick after the touchdown; tennis or badminton – score of zero; baseball or softball – a ball hit high into the air)

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: develop

MOST COMMONLY MISSPELLED WORDS REPEATED FROM AN EARLIER BOOK: league (6), practice (6)

4. a. Write **expensive**. Circle the prefix and underline the suffix. Write the words formed when you (i) drop the prefix and (ii) drop the suffix. What happens to the stem in the latter case?

b. Write **system**. Make an adjective by adding a suffix.

c. Write **victory**. What name is given the man who wins a victory? What adjective is derived from **victory**? Write the name of the provincial capital which comes from the same root as **victory**.

5. Write

a. words which illustrate (i) the use of **u** to keep **g** hard, (ii) doubling the final consonant before adding **ing**, (iii) **c** kept soft by a following **e**.

b. **curve** as a noun in a sentence about baseball.

c. an adverb formed from **expensive**.

6. a. **Putting** could be a form of **put** or of **putt**. Use it as a form of **put**. Why is the **t** doubled when the ending **ing** is added?

b. Write **event**, underlining the root. Make words from **event** by substituting **ad**, **con**, **in** for the prefix. Use the dictionary to define the newly formed words.

c. Write **league** in a phrase which shows its meaning as a measurement of distance.

7. Answer each of the following with one word from the list:

a. What helps improve your golf game, your swimming, or your piano playing?

b. What would you call the costume worn by ball players, or soldiers, or nurses?

Add to your personal spelling list words you have misspelled in any of your written work.

WORDS ABOUT EMPLOYMENT

employed

official

conductor

soldier

clerk

pilot

manager

guide

engineer

opportunities

janitor

messenger

boss

employee

cashier

dentist

navigator

stewardess

The words in this unit are concerned with the various ways in which people earn their living.

1. His title is in the list on the left. Who is he?
 - a. He collects tickets on a passenger train.
 - b. He plans a bridge, or perhaps he drives a locomotive.
 - c. He wears the Queen's uniform.
 - d. He is in charge of a bank or a department store.
 - e. He conducts parties of visitors through places of interest.
 - f. He flies an aeroplane, or guides a ship through a difficult channel.
2. a. Write **janitor**. Use the dictionary to remind you of the interesting origin of this word.
 - b. Write the word which is related to **message**. Write another word in the list which uses the suffix **er** to indicate a noun.
 - c. Write two words which have the same stem. Write *n.* after the noun and *v.* after the verb. Write the noun with the same stem and which means "one who employs". Define **employee**.
3. a. Ask a question using **official** as an adjective to modify **messenger**.
 - b. Ask a question regarding **opportunities** for advancement from your present position of **clerk** in a retail store to that of **manager**.
 - c. Answer the question as if you were the employer.

SUGGESTIONS FOR TEACHERS, UNIT 5

Introducing the Unit

Since all the words are related to various types of employment, this theme might be used to set up a "career centre" with illustrations of the kinds of employment and the persons mentioned in the list. The pupils might be asked to bring these illustrations, and a committee of the poorer spellers might be responsible for arranging them with suitable labels.

The better spellers could expand the idea to include other occupations not mentioned in the unit. Too often, teachers fail to give spelling "a place of honour" on the bulletin board. Doing this occasionally may help to let your class know the importance you place on the subject.

Teaching the Words

The basic list may be divided into two groups for presentation: (a) *conductor, soldier, clerk, pilot, manager, guide, engineer, janitor, messenger*; (b) *employed, employee, official, boss, opportunities*.

The first group consists of nouns, although *pilot, guide*, and *engineer* may also be used as verbs. Be sure that the class knows the work involved for each of these persons. Of these words, *soldier* is the only review word.

Note the endings used to denote occupations: *or* in *janitor* and *conductor*; *er* in *soldier, manager*, and *messenger*; *eer* in *engineer*. Have pupils suggest other examples for each ending. Point out the *gu* combination in *guide*, similar to that of *guess* and *guest* taken previously.

The words in the second group should be studied individually. Note that *employed* and *employee* are from the same root *employ*. From *employ*, develop *employer* and *employment* as well. *Official, opportunities, and boss* all have double consonants. Have pupils form *opportunities* from *opportunity*, and *official* from *office*. Underline the *cial* combination in *official* and note that it is pronounced *shal* as in *special*, etc. *Special* and other derived words are for average and good spellers. Poor spellers should concentrate on the word list.

With the exception of *opportunities* and *employed*, the words in the basic list might be listed under the headings *official, boss, and employee*.

Doing the Exercises

Ex. 1. a: conductor; b. engineer; c. soldier; d. manager; e. guide; f. pilot.

Ex. 2. a: janitor; L. *janua*, door, hence janitor – a door-keeper. (Some pupils will be interested in the connection with *January*.) b. messenger, manager; c. employed (v.), employee (n.); employer; employee – a hired worker.

Ex. 3. Accept reasonable answers.

Ex. 4. a: engineer, manager, messenger; guide; *g* followed by *e* or *i* is usually soft, but *g* followed by *u* is usually hard. b. sol^(di)er, janitor, messen^(ge)r, en^(gi)neer, mana^(ge)r; c. opportunities – opportunity.

Ex. 5. a: produce, induce, introduce, etc.; clerk, clark.

Ex. 6. a: (i) janitor, (ii) pilot, (iii) clerk, (iv) soldier, (v) messenger; b. (i) employee, (ii) employee, (iii) accept either, (iv) self-employed; c. (i), (iv).

Re-teaching

Select for re-teaching only those words that caused difficulty. If you have taught the words from the standpoint of meaning, re-teach them by dividing them into syllables, stressing particularly double letters and vowel combinations. Use coloured chalk or capitals to emphasize such points as soft *g* followed by *i* or *e*, the *cial* in *official*, and the *di* in *soldier*.

Be sure to dictate all the words at least twice to all pupils to ensure complete mastery. Always dictate words in context, as illustrated in Unit 2. Use exercises "For Poor Spellers" during the re-teaching, check pupils' work carefully to be sure no errors are missed, and insist that all errors be corrected.

FOR POOR SPELLERS

1. a. Write *clerk*, *pilot*, *guide*, and *engineer*. To each add the suffixes *ing* and *ed* to make new words. (clerked, clerking; piloted, piloting; guided, guiding; engineered, engineering)
b. Write the root of *official*. Write other words formed from this same root. (office, officer, officiate, officious, etc.)
c. Write *guide*. Add a suffix to *guide* to make another noun. Use it in a sentence to show its meaning. (guidance – direction or advice)
2. Which word from the list
a. is related to *produce*? (conductor)
b. is a verb in the past tense? (employed)
c. is a synonym for *employer*? (boss)
d. ends with a double vowel? (employee)
3. a. Write nouns from the list that are formed from the following: *office*, *manage*, *engine*. (official, manager, engineer)
b. From the list select synonyms for *workman*, *caretaker*, *openings*. (employee, janitor, opportunities)
4. From the list, write
a. two verbs that are synonyms; (guide, pilot)
b. two words that have the same double consonant; (messenger, boss)
c. the one-syllable words in alphabetical order; (boss, clerk, guide)
d. the words that have four vowels. (official, engineer, employee)

5. *Who Am I?*

- a. I can lead an orchestra. (conductor)
- b. You would see me about getting a job. (boss, official, manager)
- c. I can take you safely through the forest. (guide)
- d. I help to construct bridges and highways. (engineer)

FOR GOOD SPELLERS

1. a. Write *cashier*. List several places that employ a cashier. (supermarket, bank, theatre, restaurant, etc.)
b. Write *dentist*. What type of work does a dentist do? (the care and treatment of teeth)
c. Write *navigator*. What did *navigator* originally mean? To what else might it refer today? (a seaman or sea explorer; an aircraft navigator)
d. Write *stewardess*. Where does a stewardess work and what are her duties? (on an aircraft, ship, bus, etc.; female attendant in charge of the comfort of passengers, e.g., meals, first aid, etc.)
2. Write
 - a. the name of two activities or titles of women that are formed by adding *ess* to the masculine form, e.g., *stewardess*. (hostess, poetess, peeress, heiress, etc.)
 - b. two occupations ending in *or* other than those in the unit. (doctor, sailor, vendor, tailor, solicitor, governor, etc.)
 - c. the derivation of *dentist* and *navigator*. (from Latin *dens*, *dentis*, meaning tooth; from Latin *navis*, meaning ship and *agere*, to move)
 - d. The word *boss* has two very different meanings. Look the two meanings up in your dictionary, and tell which originated from a slang word. (a knob-like ornament or stud; manager or overseer – slang from the Dutch word *baas*)
3. a. Name at least three kinds of professional engineers. (civil, chemical, mechanical, electrical, etc.)
b. To which branch of the armed services does the soldier belong? Name the other branches. (army; navy and air force)
c. List the names of crew members of a passenger plane, other than those in the list. (co-pilot, flight engineer, steward)
d. Write the names of persons employed in a restaurant, other than a cashier. (waitress, chef, short-order cook, etc.)
4. Write
 - a. a noun formed by adding a suffix to one of the Extra Words; (dentistry)
 - b. two nouns formed by substituting the suffix *tion* for *or*; (conduction, navigation)
 - c. at least three nouns ending in *ess*; (lioness, princess, access, progress, etc.)
 - d. three words other than those in the list that begin with *op*. (oppress, oppose, opposite, opportune, etc.)

5. Answer an advertisement in the paper for one of the positions named in the unit. Describe your qualifications for the position and tell why you think you are eligible for it.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: official, opportunities

MOST COMMONLY MISSPELLED WORD REPEATED FROM EARLIER BOOKS: soldier (4, 5)

4. a. Write a word using a soft g and the word beginning with **gu**. Explain the spelling in both instances.

b. Write words illustrating three different spellings of the sound of **j**. Circle the letters which spell the sound of **j**.

c. Which word appears in the list in its plural form? Write the singular form of the word.

5. a. **Conductor** is related to **reduce** which appears in Unit 3. Write two more words derived from the same root.

b. Write **clerk**. Check dictionaries published in the United Kingdom and in the United States to find two pronunciations of **clerk**. Write **clerk** again and use the marking of your dictionary to show the common pronunciation in Canada.

6. a. Which of the persons named in the spelling list would you be likely to find (i) sweeping the floor in the bank, (ii) at the controls of a transcontinental plane, (iii) behind the counter in a shop, (iv) on a parade ground, (v) delivering a telegram?

b. Indicate by writing **employee** or **self-employed** after the number whether you would consider the following to be employees or to be working for themselves:

(i) teacher, (ii) postman, (iii) real estate agent,
(iv) contractor.

c. Write **boss** after the numbers in (b) of those people who are likely to be in a position of authority.

7. Write a brief note to say what employment you would like to pursue when you have completed your education. Explain the reasons for your choice.

REMEMBER -

Proof-read your composition. Check the spelling of any words about which you are doubtful. Sentence structure and good usage are important.



This unit gives you an opportunity to review the spelling you have studied so far, and to consolidate your learning of any words you may have missed along the way.

opportunities	aisle	shoulder	official
employee	foreign	practice	scissors
channel	eighth	league	system
messenger	develop	medicine	soldier
commonwealth	height	stomach	tongue
Charlottetown	manager	siege	guide

Fredericton

1. List
 - a. all the words which have the combination **gu**.
 - b. all the words which have double letters. Box these pairs.
 - c. three words with different spellings for the sound of **sh**.
2. a. Which words in the list are nouns referring to persons?
 b. Which three words name parts of the human body?
 c. Which words are the names of cities? Examine these words and in each underline the syllable which tells you clearly that the words are the names of settlements of people.
3. Write
 - a. the two words which contain the combination **eigh**. Using the pronunciation guide in your dictionary, mark the pronunciation of the combination **eigh** in each word.
 - b. **foreign**, and underline **eign**. Notice the word **reign** contained in **foreign**.
 - c. the nouns ending in **er**.
4. a. Write words from the list which are commonly used with the following to complete a common phrase or sentence:
 solar; of fortune; of Nations; makes perfect.

SUGGESTIONS FOR TEACHERS, UNIT 6

With most classes, dictation of all the review words the first day will divide the class into two groups — those who know all these words and may be excused from further teaching, and those who require re-teaching and re-testing of words they misspelled. Allow the first group to proceed at once with the work "For Good Spellers". Re-teach the misspelled words to the pupils who need help as if the words were new. Stress the study steps as outlined on page 5, and use the "Extra Help" exercises during the re-teaching period for additional practice.

Teaching the Words

Group as many words as possible by structural similarities. The particular needs of your class will assist in forming such groups as:

Words with double consonants: *opportunities, channel, messenger, commonwealth, Charlottetown, official, scissors*

Words with long *e* sound: *employee, league, siege, opportunities*

Words with soft *g*: *messenger, manager, siege*

Words with *ei*: *foreign, eighth, height*

Words with silent consonants: *aisle, foreign, eighth, height, scissors*

Words with long *o* sound: *shoulder, official, soldier*

Words with soft *c*: *official, practice*

Words with silent *e* ending: *aisle, practice, league, medicine, siege, tongue, guide*

Words with hard *g* followed by silent *u*: *tongue, league, guide*

Note words with prefixes, such as *op* in *opportunities*, and *em* in *employee*. Stress particularly letters or combinations that present recurring difficulty, such as the silent *g* and the *ei* in *foreign*, the *gh* and *th* in *eighth*, and the *ch* in *stomach*, and the *sc* in *scissors*. The substitution of *q* for *g* in *tongue* is occasionally a writing error; even in Grade 7 some pupils do not distinguish easily between *g* and *q*.

Continue to teach and test words misspelled until almost all the pupils have mastered them. The class should be allowed to proceed to the next unit when most of the pupils can spell all the words correctly. Do not hold back the whole class until every child has learned all the words perfectly. Note words that still present difficulty to a few and include them as review words in following units.

Use underlining, capitals, or any original means to emphasize the difficult parts of each word during the re-teaching. Be sure to check the pupils' work after they have done their own initial checking and corrections, and have the errors listed in their dictation notebooks. Insist that the writing be neat and legible, and stress proof-reading to eliminate errors.

Doing the Exercises

Ex. 1. a: *league, tongue, guide*; b. *o [pp] ortunities, cha [nn] el, me [ss] enger, co [mm] onwealth, Charlottetown, employ [ee], o [ff] icial, sci [ss] ors*; c. *Charlottetown, shoulders, official*.

Ex. 2. a: employee, messenger, manager, official, soldier, guide; b. shoulder, stomach, tongue; c. Charlottetown, Fredericton.

Ex. 3. a: eighth, height – *ātth*, *hīt*; c. one-eighth, three-eighths; one-eighth; d. messenger, manager, shoulder, soldier.

Ex. 4. a: solar system, soldier of fortune, League of Nations, practice makes perfect; b. (i) employee or official, (ii) soldier, (iii) manager, official, (iv) employee, manager, official; c. (i) Charlottetown, (ii) aisle, (iii) scissors, (iv) medicine, (v) employee, manager.

Ex. 5. a: aisle, eighth, height, league, siege, tongue, guide; b. *chan'nel*, *fo'reign*, *shoul'der*, *prac'tice*, *stom'ach*, *scis'sors*, *sys'tem*, *sol'dier*; c. *em-ploy'ee*, *de-vel'op*, *of-fi'cial*.

Ex. 6: Accept reasonable answers.

EXTRA HELP

Ex. 1. a: Charlottetown, Fredericton; b. height, foreign, system, soldier; c. opportunities, opportunity.

Ex. 2. a: scissors; b. practice; c. English Channel; d. stomach; e. League of Nations; f. guide.

Ex. 3. a: employee, official, opportunities; b. messenger, siege, manager; c. aisle; d. league, tongue, guide.

Ex. 4: Accept reasonable answers.

Ex. 5. a: development; b. e.g., The boy hurt his shoulder. He had to shoulder his way through the crowd. c. common – universal, wealth – material possessions.

Ex. 6. a: e.g., the height of folly, a bottle of medicine, a baseball league; b. league, system; c. (ii), (iii), (iv).

FOR GOOD SPELLERS

Ex. 1. a: Opportunity knocks but once; b. mile, rod, yard, knot, kilometre, etc.

Ex. 2. a: Hamilton, Washington, Edmonton, Kingston, Houston, etc.; Ridgetown, Georgetown, Ormstown, etc.; Peterborough, Scarborough, Edinburgh, Pittsburgh, Nuremberg, Heidelberg; b. Moscow, Buenos Aires, Madrid, Tokyo.

Ex. 3. a: Canal and channel are synonymous, both derived from the Latin word *canalis*, meaning channel; a *canal* is a man-made channel; b. Strait of Belle Isle, Cabot Strait, St. Lawrence Seaway, Juan de Fuca Strait, Northumberland Strait, Hudson Strait, etc.; c. Both are narrow passages; aisle is a passage between furniture or walls, channel is a waterway between two land masses.

Ex. 4. a: guide, guess, guard, guarantee, guest, etc.; plague, vogue, brogue, colleague, fatigue, intrigue, etc.; b. reign, deign, feign, sovereign, etc.

Ex. 5. a: marine, commando, guerrilla, gunner, etc.; b. summit of a mountain, penthouse of a sky-scraper, steeple of a church, a forest ranger's tower, control tower of an airport, etc.; c. mouth, teeth, oesophagus, intestine, glands.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: opportunities, aisle, develop, height, medicine, siege, official

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: foreign (5, 6), eighth (5, 6), shoulder (6), practice (6), league (6), scissors (6), soldier (4, 5)

FOR TEACHERS ONLY

The letter *g* has three sounds. In modern English, *g* is *hard* (i) when it is the final letter of the root word, e.g., *dog*, *beg*; (ii) before *a*, *o*, *u*, or a consonant in the same syllable, e.g., *gate*, *goal*, *guide*, *pigs*; (iii) in root words of Germanic origin before *e* and *i*, e.g., *get*, *give*, etc.

Soft *g* is usually found in words derived from Latin, before *e*, *i*, and *y*, e.g., *manager*, *siege*, etc. *Dg* occurs in many words after short vowels, e.g., *judge*, *edge*, etc.

Silent *g* is found before *n* when the combination appears at the beginning or at the end of a word, e.g., *foreign*, *sign*, *gnaw*. When this combination appears in the middle of a word, *g* is usually pronounced, e.g., *signal*.

b. From the list select the persons who might belong to the following organizations:
(i) a union, (ii) the army, (iii) the Chamber of Commerce, (iv) a service club.

c. What words from the list are associated with:
(i) Prince Edward Island, (ii) a theatre, (iii) a tailor's shop, (iv) a pharmacy, (v) a factory.

5. a. Write all the words of one syllable.
b. Write the two-syllable words which have the accent falling on the first syllable. Mark the accent.
c. Write the three-syllable words which have the accent falling on the second syllable. Mark the accent.

6. a. Write a question asking about the **siege** of Quebec.
b. Ask a question regarding the **opportunities** in your community for joining a choir or drama club.
c. Write a command regarding a football or volleyball **practice**.

REMEMBER



6. Practise

5. Check

4. Write

3. Think

2. Say

1. Look

Follow the study steps.

Extra Help

1. a. Name the capitals of Prince Edward Island and New Brunswick.
b. From the list write synonyms for: elevation, alien, organization, warrior.
c. Write the noun which appears in the list in its plural form. Write the singular of the noun.

2. Answer the following questions with words from the list:

- What implement would you use to cut cloth?
- What is required in order to perfect skill?
- What body of water divides England from France?
- In what part of the body do ulcers often occur?
- What world organization preceded the United Nations?
- Whose services would be useful to you in the wilderness?

3. Which words

- have the roots **ploy**, **fic**, **port**?
- have soft g?
- have silent s?
- have silent u?

4. a. Use **official** to modify **messenger** in a sentence about a secret mission.

b. Use **manager** and **employee** in a sentence about a bank.

c. Use **eighth** to tell about the position of a baseball club in a **league**.

d. Use **tongue** to mean an organ of speech.

5. a. Write **develop**. Now write the noun derived by adding **ment**.

b. Write a phrase or sentence to show that **shoulder** may be used both as noun and verb.

c. Write **commonwealth**. Separate it into its two component words and use each of them in a phrase or sentence to illustrate the meaning.

6. a. Use the words in bold type in contexts different from those below: a man's **height**; the study of **medicine**; ten-**league** boots.

b. Write **official** with the words which it could properly modify: wilderness, league, system, shoulder.

c. By writing **practice** after the numbers of the following activities indicate which can be improved by practice:

- (i) growing, (ii) swimming, (iii) skating,
- (iv) spelling, (v) sleeping.

For Good Spellers

1. a. Write the proverb which begins with the singular form of **opportunities**.
b. **League** is a measurement of distance. Name three other measurements of distance over land and sea.
2. a. You have already noted the **ton**, **town** endings of Fredericton and Charlottetown. Name two other cities or towns which have similar endings. **Borough**, **burgh**, **berg** have a similar meaning. List two or three towns or cities which end in some form of **borough**, **burgh** or **berg**.
b. Write the names of the capital cities of the U.S.S.R., Argentina, Spain, Japan. Check the spelling of each in a dictionary or atlas.
3. a. What name is given to an artificial channel of water? How is this word related to **channel**?
b. Name at least two water channels commonly used by ships coming to Canadian ports.
c. Explain the difference and the similarity between a **channel** and an **aisle**.
4. a. Find and write at least three words which begin with **gu**, the **u** being used to keep the pronunciation of the **g** hard. Write at least three words which end in **gue** like **league** or **tongue**. Check your lists with the dictionary.
b. Write two more words which end in **eign** like **foreign**.
5. a. Write several words which mean **fighting man** or **soldier** of some kind.
b. List as many **heights** or **high places** as you can. You should have at least four.
c. Name at least two other parts of the body besides the **stomach** which are engaged in the process of digestion.

Use your dictionary to check the spelling of unusual words.



THE SCIENTIFIC APPROACH

Most of the words in this unit are scientific. One of them — **hydroelectric** — has a particularly interesting story:

Hydroelectric is made up of two parts — **hydro** and **electric** — both of which come from the Greek language. **Hydro** originates from **hydor** which means water. **Electric** has a longer story.

The Greeks knew that if you rubbed a piece of amber it would draw various things towards it. Accordingly, lockets were made of amber and worn to attract friends. The Greeks also found that friction would make amber give off sparks and named it **elektron** from **elektor**, "the beaming sun". Thus from the Greek word for amber we get our English word **electric**.

hydroelectric	bulb	energy	power	resources
temperature	boil	moisture	plastic	lightning
microphone		invention	liquid	diamond
dyeing	porous	thermometer	nylon	aquarium

1. a. Write all the words from the list which bear any relationship to electrical power.
 b. Write three words from the list which bear some relationship to water.
 c. Write **invention** and after it two objects from the list which might be classed as inventions.
2. Include at least one word from the list in a statement about each of the following: a. 212° Fahrenheit; b. Canada's natural resources; c. an electrical storm; d. magnifying sound; e. cutting glass.
3. a. Write **energy** and **power**. Form the adjectives which correspond to these nouns.
 b. Write **invention**. Which word in Unit 4 has the same root?

SUGGESTIONS FOR TEACHERS, UNIT 7

Introducing the Unit

The words in this unit are related through meaning rather than through structure. The pupils will have become acquainted with most of them in science, but many continue to present difficulty even when they are presented in context and carefully taught.

Teaching the Words

Note the similar endings of *hydroelectric* and *plastic*, and of *temperature* and *moisture*. *Boil* and *moisture* both have the same sound for *oi*.

Point out the Greek derivation of *microphone* — *phone* meaning sound and *mikros* meaning small; hence a *microphone* is an instrument to augment small sounds.

On the chalkboard, mark all the long vowels in coloured chalk: *hydrōelectric*, *mīcrophōne*, *līghtning*, *dīamond*. *Lightning* and *diamond* are among those words most commonly misspelled. Stress the fact that the noun *lightning* comes from the verb *to lighten*, meaning *to flash*. When the suffix *ing* is added, the *e* is dropped to make the two-syllable word *lightning*. In *diamond*, the first syllable is accented, *dī'a-mond*. Divide *temperature* into syllables to emphasize the *a* and the *ture* ending pronounced *cher* as in *nature*.

Remind the pupils to use the study steps for studying the words, and be sure all errors in dictation are checked, corrected, and added to the pupils' lists as well as to your own list of pupil errors.

Doing the Exercises

Ex. 1. a: hydroelectric, temperature, microphone, bulb, boil, energy, invention, power, resources, lightning; b. hydroelectric, boil, energy, moisture, power, liquid, resources; c. bulb, microphone, plastic.

Ex. 2. a: temperature at which water will boil; b. hydroelectric power; c. lightning; d. microphone; e. diamond.

Ex. 3. a: energetic, powerful; b. event; convention; c. a precious stone noted for its brilliance and hardness, set with diamonds; e.g., a diamond ring.

Ex. 4. a: tēm'pēr-ă-tūre; b. (i) e.g., tulip bulb; (ii) e.g., light bulb; c. n. — a swelling of the skin caused by infection; v. — to heat a liquid until bubbles of vapour rise and agitate the mass.

Ex. 5. a: hydroelectric, microphone; b. liquid; c. plastic; d. lightning; e. moist.

Ex. 6: From Greek, *phone* means sound or voice; *micro* — microbe, microfilm, micrograph, micrometer, etc.; *phone* — telephone, megaphone, dictaphone, phonograph, etc.

Ex. 7: At most suitable sites where hydroelectric power is generated, large dams are built across rivers to raise the water level. Then a "penstock" or pipe is put in the dam so the water can rush down with great force. This hits the blades of the turbine at the bot-

tom of the shaft of the penstock and starts it turning. The turbine shaft is connected to the shaft of the generator. When the generator turns, electricity is produced. The water then runs out through the tailrace to join the main stream of the river. The electric power is transmitted by wires to the surrounding areas.

Accept original ideas for the experiment suggested. Be sure some type of safety measures are suggested for use during the experiment.

Re-teaching

Excuse from re-teaching all pupils who spelled all the words correctly on the first dictation, and allow them to proceed with the work "For Good Spellers".

In re-teaching, emphasize the points of difficulty in the misspelled words, e.g., the soft *g* in *energy*, and the *tn* combination in *lightning*. Enunciate carefully the syllables in such words as *temperature*, *microphone*, and *diamond* to help pupils remember the *a* and the second *e* in *temperature*, the *a* in *diamond*, and the first *o* in *microphone*.

Follow the procedure for dictating outlined in Unit 2, and dictate all words at least twice to all pupils to adequately test their mastery. Poor spellers may need three or four additional dictations.

FOR POOR SPELLERS

1. Write the word from the list that
 - a. is a plural noun; (resources) b. has a silent *gh*; (*lightning*)
 - c. has consonant partners; (*microphone*) d. has a soft *g*. (*energy*)
2. a. Write two words that have prefixes. Underline the prefixes. (*invention*, *resources*; underline *in*, *re*)
b. Write four words that have suffixes. Underline the suffixes. (*temperature*, *moisture*, *invention*, *lightning*; underline *ure*, *ure*, *ion*, *ing*)
c. Write *boil*. Add *ing* and *ed* to the stem. (*boiling*, *boiled*)
d. Write the two words from the list that are usually written together. (*hydroelectric power*)
3. Using words from the list, write answers to the following riddles.
 - a. Take off my first letter and my last two letters, and I am at the end. (*plastic* – *last*)
 - b. I came from two Greek words and my beginning is very small. (*microphone*)
 - c. Replace my first consonant with *e* and I can stretch ever so far! (*plastic* – *elastic*)
 - d. I can be found deep in the ground or at a ball game. (*diamond*)
4. a. Write the words that begin and end with the same letters. (*bulb*, *diamond*)
b. Write *lightning*. Underline the last syllable. (underline *ning*)
c. Write *resources*. Underline the three *s* sounds. (underline *s*, *c*, *s*)
d. Write two words containing the letter *y* as a vowel. After each, write the sound it has. (*hydroelectric* – ī, *energy* – ī)

5. Write from the list

- a. a synonym for *pliable*; (plastic) b. two words that are synonyms; (energy, power) c. something found in a deck of playing cards; (diamond) d. an antonym for *solid*. (liquid)

FOR GOOD SPELLERS

1. a. Write *dyeing*. Write the stem and the meaning of the stem of dyeing. (dye – a colour, or to colour)
b. Write *porous* and the related noun. Name two things that might be described as porous. (pore; a sponge, wood, paper, etc.)
c. Write *thermometer*. Find the two Greek words from which this word originated. (*thermos* – hot, *metron* – measure)
d. Write *aquarium*. Name four things you might find in an aquarium. (fish, snails, water plants, stones, etc.)
e. Write *nylon*. From what substance are both nylon and diamonds derived? (carbon)
2. a. Name three kinds of power other than hydroelectric. (water, wind, horsepower, manpower, nuclear energy, gas, etc.)
b. Name four compound words – two containing *thermo* and two containing *meter*. (thermostat, thermonuclear, thermodynamics, thermograph, etc.; barometer, speedometer, voltmeter, micrometer, etc.)
c. Name two words made from the same root as *aquarium*. (L. *aqua* – aquatic, aqueduct, aquaplane, aquamarine, etc.)
d. Replace the prefix in *invention* to make at least three other words. (prevention, convention, intervention, circumvention, etc.)
3. a. *Nylon* is the name of a synthetic fabric. Name at least five other synthetic fabrics used today. (orlon, banlon, terylene, acrilan, rayon, viscose, etc.)
b. The noun *diamond* may refer to three entirely different things. Write a sentence indicating where you would find each. (in a ring, or jewel box, or piece of industrial machinery; on a playing-field; in a deck of playing-cards)
c. Name three types of thermometer scales. (Fahrenheit, Centigrade, Absolute)
d. An *aquarium* is a glass container in which to keep creatures that live in water. What do you call a similar container for keeping land creatures? (terrarium)
e. Give a definition of *lightning* and tell what kinds of lightning there are. (a flash of light resulting from a discharge of atmospheric electricity; sheet, forked, bolt)
4. In your own words tell what is meant by each of the following:
 - a. She ran *like a flash of lightning*. (very quickly)
 - b. That *made my blood boil*. (made me very angry)
 - c. *Necessity is the mother of invention*. (Important needs of people lead to new discoveries)

- d. Canada has many valuable *natural resources*. (sources of materials supplied by nature, e.g., minerals, etc.)
- 5. Pretend that you are the inhabitant of an aquarium of tropical fish. Write a short paragraph describing your reactions.
How do you feel so far from home?
What is it like to be stared at?
How does your tank compare to your original home? etc.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: lightning, diamond

Write **invention** again, and then form another word from the same root by changing the prefix to **con**.

c. Write **diamond**. How many syllables has **diamond**? Use **diamond** as a noun, and then as an adjective.

4. a. Write **temperature**. Say it silently, being careful to pronounce all the syllables. Divide **temperature** into syllables, marking (i) the accent and (ii) the pronunciation of the vowels. Check your work with the dictionary. Rewrite **temperature**, boxing the syllable **per**.

b. Write **bulb**. In a phrase or sentence illustrate how **bulb** can be used (i) in a botanical sense and (ii) in an electrical context.

c. Write **boil**. Use it as a noun and then as a verb.

5. Write

a. two words which are compound.

b. the synonym for **fluid**.

c. the word which when used as an adjective means **pliable**.

d. the word the root of which is **light**.

e. **moisture** and the related adjective.

6. Write **microphone**. **Micro** is from the Greek word meaning small. Find the meaning of the root in the second part of **microphone**. Write words which contain **micro** and **phone** as one of their two parts.

7. Briefly describe how hydroelectric power is manufactured: the dam, the generators, the power lines bringing the power across country. Briefly describe an experiment you are conducting in an attempt to invent or discover a new plastic substance that will not break or burn.

REMEMBER

Proof-read what you have written. Be sure your spelling is correct and your handwriting neat and legible.

WORDS FROM THE FARM



Men have grown crops for thousands of years, so it is not strange that the words about farming are very old. Agriculture itself is derived from two Latin roots, **agr-**, meaning field, soil, and **cultura**, tilling. **Poultry** goes all the way back to Latin **pullus**, young animal. The French form **poulet** means a hen or small fowl, from which came **pouleterie** and English **poultry**. If you can find one, refer to an etymological dictionary or book of word origins to give you the relationship of **pony** to **poultry**.

agriculture	poultry	advise	lettuce
mink	provisions	bacon	insurance
beast	rye	livestock	their
advice			growth
fertile	fowl	whine	grazing
			melon

- Name the edible articles in the list above.
 - Write **bacon** and **rye**. From what languages are **bacon** and **rye** derived?
 - Write **lettuce**. Use the dictionary to help you explain how **lettuce** and **milkweed** are related in meaning.
- Write **provisions**. Remove the prefix and the final s. How is the stem related in meaning to the word **provisions**?
 - Write the related noun and verb in the list. Use *n.* and *v.* to indicate which is noun and which verb. How are these words distinguished from each other in spelling? in pronunciation?

SUGGESTIONS FOR TEACHERS, UNIT 8

Introducing the Unit

The paragraph preceding the word list provides a suitable introduction for this unit. Most of the pupils will have some knowledge of farming in Canada and its importance in producing most of the nation's food. In discussing the various types of farming — poultry, grain, livestock, market-gardening, fruit, fur, etc. — all the words in this unit may be introduced in a meaningful way.

Both *pony* and *poultry* are derived from the Latin word *pullus*, meaning a young animal or a young fowl. *Pony* is a variation of the Scottish *powney*, which was taken, not from the original Latin, but from the French word, *poulenet*, little foal. *Poultry* also came to English through French. It is from the old French *pouletrerie*.

Teaching the Words

Since the words are grouped for meaning, an alternate grouping for teaching might be made by the number of syllables.

Mink, beast, rye, their, and growth are all one-syllable words. Mark the vowel combinations in *beast*, *their*, and *growth*, and have pupils suggest other review words with the same sound for each of the combinations, e.g.,

ea — *beast; yeast, feast, treat, etc.; ow* — *growth; bowl, crow, know, etc.*

Poultry, advice, advise, bacon, livestock, and lettuce are two-syllable words. Note that *ou* in *poultry* has the same sound as in *shoulder* (Unit 3). In presenting *advice* and *advise*, have pupils suggest a previous example of words having *ice* and *ise* endings to indicate noun or verb, e.g., *practice, practise*. Emphasize the change in pronunciation of the final consonant in *advice* and *advise*, and note that this change does not occur in *practice* and *practise*. Compare this distinction with that made between *choice* and *choose*, where the distinction between noun and verb is maintained although the internal vowel is different. *Bacon* has the long *a* and the hard *c* preceding a vowel as it is derived from the Old German word *bacho*, meaning *back*. *Lettuce* has the soft *c* ending followed by silent *e*.

Provisions and *insurance*, both three-syllable words, are formed by adding both prefixes and suffixes to root words — *pro-vis-ions* and *in-sur-ance*. Stress in particular the *ance* ending of *insurance*.

Review *their*, a review word from Book 2 frequently misspelled. Relate *their* to *they*, and have pupils see that *y* changed to *i* when *r* was added.

Doing the Exercises

Ex. 1. a: *poultry, rye, bacon, livestock, lettuce*; b. *bacon* — German, *rye* — Old English; c. *lettuce*, from Latin *lactuca* derived from *lac, lactis*, meaning *milk*; both *lettuce* and *milkweed* got their names because of their milky juice.

Ex. 2. a: vision – sight; provision – goods obtained by foresight or planning ahead; b. advice (n.), advise (v.); the noun has *ce* ending pronounced *s* and the verb has *se* ending pronounced *z*; c. underline *vis*; Latin.

Ex. 3. a: growth; b. their; c. poultry; d. bacon.

Ex. 4. a: mink; b. beast; c. insurance; d. agriculture; e. rye.

Ex. 5. a: livestock; b. beast; c. their; d. agriculture.

Ex. 6: Accept reasonable answers.

Dictation

In the first dictation, dictate the words as usual; then, because the words in this unit are closely related by the theme, a paragraph or short sentences may be used for second dictation or review. Try to keep the extra words used within the vocabulary level of the class. The following sentences serve only as examples:

1. Canadian agriculture has many types of farming.
2. Livestock supplies such foods as bacon.
3. In fur farming, a wild beast such as mink or fox is raised for its fur.
4. Much lettuce is grown on farms near large cities.
5. Rye is not as common as wheat or oats, but is hardy enough to grow in most areas.
6. On poultry farms, the growth of chicks is watched carefully.
7. Insurance companies advise farmers to make provisions to reduce their losses in the event of storms or fire.
8. This sound advice is followed by most farmers.

Read each sentence as a whole, then repeat it in short, meaningful phrases, allowing adequate time for the pupils to write each group of words before proceeding to the next. Then read the sentence again as a whole for pupils to re-check their work.

FOR POOR SPELLERS

1. From the list, write
 - a. the word that has three consonants together; (poultry)
 - b. three words that refer to animals; (beast, mink, livestock)
 - c. the only verb; (advise)
 - d. two three-syllable words. Mark their accents. (provis'ion, insur'ance)
2. a. Write all the words that have prefixes. Underline the prefixes. (provisions, advice, advise, insurance; underline *pro*, *ad*, *ad*, *in*)
 - b. Write a word from the list that is associated with each of the following: *policy*, *head*, *corrall*. (insurance, lettuce, livestock)
 - c. Write the words that begin with a consonant blend. (growth, provisions)
3. a. Write *provisions*. Make new words by replacing the prefix with *re*, *di*, and *super*. (revisions, divisions, supervisions)

- b. Add a suffix to *beast* to make an adjective that means *horrid* or *disgusting*. (beastly)
- c. List the words whose first letters spell the word *grin*. (growth, rye, insurance, mink)
- d. Write the words that contain the small words *vest*, *ran*, *try*, *row*. (livestock, insurance, poultry, growth)

4. Write the word that means

- a. a leafy vegetable; (lettuce)
- b. protection; (insurance)
- c. supplies; (provisions)
- d. animals raised on a farm. (livestock)

5. a. Name at least two kinds of bacon available at the butcher shop. (side bacon, back bacon, pea-meal bacon, etc.)
b. List at least three wild animals found in Canada that are important for their fur. (fox, mink, beaver, otter, etc.)

FOR GOOD SPELLERS

- 1. a. Write *fertile*. What is meant by fertile soil? (soil that is very productive)
b. Write *fowl*. What word from the list is a synonym for fowl? (poultry)
c. The word *whine* is imitative of the sound it indicates. Name at least three sounds that could be described as whines. (the cry of a puppy, the noise of a saw, the sound of a jet engine, the plaintive cry of a child, etc.)
d. Write *grazing*. What does grazing mean in the sentence, "The knife was just grazing the edge of the paper"? (lightly touching)
e. Write *melon*. Find the derivation of melon. (Greek, *melopepon*, from *melon*, an apple, and *pepon*, a gourd.)
- 2. a. Write two synonyms for *advice*. (counsel, suggestion, recommendation)
b. Write an antonym for *fertile*. (barren, sterile, unproductive, etc.)
c. Name at least three domestic grazing animals. (cattle, horses, sheep, goats, etc.)
d. Name at least three crop hazards against which a farmer may carry insurance. (fire, wind, hail, drought, flood, etc.)
e. Write a sentence to tell what value lettuce has as a food. (vitamins, minerals, water, etc.)
- 3. Write
 - a. two nouns formed by adding suffixes to *fertile*; (fertility, fertilizer)
 - b. two words of more than one syllable that end in *on* like *bacon* and *melon*; (lesson, canyon, common, etc.)
 - c. a new word formed by replacing the prefix in *insurance*; (assurance)

- d. the verbs corresponding to the following nouns: *provisions, fertile, insurance*. (provide, fertilize, insure)
- 4. a. Write four words other than *whine* that are imitative of sounds. (whirr, whistle, bang, pop, jingle, etc.)
b. Write a homonym for *fowl*. Use the homonym in a sentence to show its meaning. (foul; shameful or unfair)
c. Name the animal from which bacon is obtained and list three other cuts of meat from this same animal. (pig; ham, pork chops, spare-ribs, tenderloin, etc.)
d. Melons grow on vines on the ground. What other fruits or vegetables grow on this type of plant? (squash, cucumber, pumpkin, cantaloup, etc.)
- 5. Insurance is a profitable business today. List some of the types of insurance. Explain why people take out insurance and how insurance companies can operate profitably. (fire, theft, hospital, health, accident, mortgage, wind, hail, car, etc.; people insure their possessions and themselves as a protection against heavy losses which would be ruinous to themselves or their families; companies can afford to insure because although many people pay a premium into the company for protection, few suffer loss and withdraw large sums from the company, so that in the meantime the company has this capital to invest and make profits from.)

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: advice

MOST COMMONLY MISSPELLED WORD REPEATED FROM EARLIER BOOKS: their (2, 3)

c. Write **provisions** and **advise**. Underline their common root. From what language are these words derived?

3. Which word

- is a noun formed from a verb by the addition of the suffix **th**?
- is the possessive form of a pronoun?
- uses **ou** to spell the sound of long **o**?
- is related in origin and meaning to the word **back**?

4. Answer with a sentence containing a word from the list:

- What animal is bred for its valuable fur?
- What other word from the list is included in the meaning of the word **livestock**?
- What protection do farmers carry in the event of hail?
- What is one of Canada's major industries?
- From what grain is a dark flour manufactured?

5. Write the word which

- is a compound of two words.
- is coupled with **Beauty** in the title of a famous fairy tale.
- means **belonging to them**.
- means the **cultivation of the soil**.

6. a. Use the word **growth** in a sentence describing the development of Canada's wheat-growing areas.
b. In a sentence explain why **insurance** is important to a fruit farmer.
c. In a few words explain the difference between a wild beast and a domestic animal.
d. Write a sentence of **advice** about the care of livestock. Begin the sentence, "I advise . . ."

FOLLOW THE STUDY STEPS OUTLINED ON PAGE 5.
KEEP UP YOUR PERSONAL SPELLING LIST.

$$\begin{array}{r}
 \frac{7}{8} \cdot - \frac{1}{8} \cdot \frac{3}{4} \times \frac{2826}{100} \div = 4\% + \frac{5}{8} \ast \frac{1}{16} \\
 \times = \text{USING MATHEMATICAL LANGUAGE} \quad \text{3} \\
 \times 12\frac{1}{2}\% = 1/2 \cdot 04 - 5^{\circ} \frac{1}{8} \% \frac{1}{4} \times \div 33\frac{1}{3}\%
 \end{array}$$

The language of business and of mathematics is closely related, because the keeping of accounts is an important part of business. Similarly scientific and mathematical terms are often the same. Moreover, many words that were originally purely mathematical have been taken over into everyday speech. The words in this unit are in common use in many situations outside your mathematics classes.

account	cash	purchase	
equal	difference	area	deposit
centre	degrees	tenth	cheque
accurate	facts	angle	capacity
eighth	total		

- What units are used for measuring both temperature and the size of an angle?
 - What name is given to the answer of a subtraction question?
 - What two ordinal numerals appear in the word list?
 - What is the final answer called when several amounts are added together?
 - What does A represent in the formula $LW = A$?
- Write two words which have the prefix ac. Underline the prefix.
 - Write difference. The prefix dif is a variant of dis. Remove the prefix and the suffix, and from the root form additional words by using the prefixes de, of, in. What do these words mean?
 - Write the words which have the suffix th. What purpose does this suffix serve? What two uses have the words?

SUGGESTIONS FOR TEACHERS, UNIT 9

Teaching the Words

The words of this unit should all be familiar to pupils at this grade level, from their mathematics. Be sure to check the spelling of these terms in the pupils' daily work in mathematics as well as in the spelling dictation.

Eighth, a review word from Unit 2 and Books 5 and 6 of this series, is a particularly difficult word that needs constant review. Stress the silent *gh*, and the *th* ending of the ordinal. Note that the ordinal *tenth* is made from the word *ten* plus *th*, as in *fourth*, *sixth*, and *seventh*.

It may be interesting for your pupils, especially if they are better-than-average spellers, to know that all words in this unit were derived from Latin. Point out the *ac* form of the Latin prefix *ad* in *account* and *accurate*, the *dif* form of the prefix *dis* in *difference*, and the *de* form of *dis* in *degrees*. Two of the most interesting derivations are: *area* – from the Latin word spelled the same and meaning a threshing-floor, which at that time was any large open piece of land; *angle* – from the Latin word *angulus*, corner. *Purchase* may be traced to Latin through Middle English and Old French to popular Latin and literary Latin. Better spellers may find it interesting to check the meanings of the Latin roots of other words in this unit.

Doing the Exercises

Ex. 1. a: degrees; b. difference; c. eighth, tenth; d. total; e. area.

Ex. 2. a: account, accurate; underline *cc*; b. defer – to delay; offer – to present; infer – to conclude from something implied; c. eighth, tenth; to make ordinals; fractions or ordinal numbers.

Ex. 3. a: eighth, cash, facts, tenth; b. equal, total; c. central; d. pur|chase, pur'chase.

Ex. 4. a and b: Accept reasonable examples; c. 90 degrees, half a straight angle, lines perpendicular, etc.

Ex. 5. a: area; b. cash; c. angle, centre; d. accurate.

Ex. 6. a: equal; b. one-tenth; c. angle; d. five-eighths; e. area equals length times width.

Ex. 7. a: n. – money, v. – to convert into money; b. cashier; c. inaccurate; d. a're-a.

Dictating and Re-teaching

Since many of the words are in regular use in mathematics, dictate the words before teaching them in detail. Many of the pupils already know how to spell all or most of these words. Allow these pupils to proceed with the exercises "For Good Spellers", and confine the re-teaching to those who had errors.

Structural and phonetic points of difficulty should be noted by using any of the previously suggested methods for emphasis. *Equal* and *total* both have the first vowel long and the *al* ending, while *angle* has the first vowel short and the *le* ending. Relate *difference* to *different*, taken

previously, and note the *ent*, which becomes *ence* in the noun. Use the exercises "For Poor Spellers" during the re-teaching period to give additional practice.

FOR POOR SPELLERS

1. Write
 - a. all words that end in silent *e*; (centre, accurate, angle, difference, purchase)
 - b. all words that have the long *e* sound; (equal, degrees)
 - c. all plural nouns; (degrees, facts)
 - d. all words that have three vowels. (account, equal, degrees, purchase, area)
2. Write the words that
 - a. are related to money; (account, cash, purchase)
 - b. can be represented by mathematical symbols; (equal, angle, degrees)
 - c. mean the same as *sum*, *buy*, *statement*, *data*; (total, purchase, account, facts)
 - d. are the same as $3/8$ and $7/10$; (three-eighths, seven-tenths)
 - e. form a series with *ninth*. (eighth, tenth)
3. Write three words from the list that
 - a. have three syllables. (accurate, difference, area)
 - b. can be made into adverbs by adding *ly*. (equal-ly, accurate-ly, total-ly, eighth-ly, tenth-ly)
 - c. have double consonants. (accurate, account, difference)
4. Answer the following questions using words from the list:
 - a. Why must you proof-read your work? (accurate)
 - b. In what units is an angle measured? (degrees)
 - c. What is another name for middle? (centre)
 - d. Why do you take your bank-book to the bank when you deposit money? (total, account)
5. *For Fun*
 - a. Omit my last letter and you can live in me. (tent - tenth)
 - b. Put my last letter on the front and I become a measurement. (height - eighth)
 - c. My first four letters are not worth much in cash. (centre)
 - d. Interchange my last two letters and I have wings. (angle - angel)

FOR GOOD SPELLERS

1. a. Write *deposit*. Illustrate the meaning by using *deposit* first as a banking term, then as a scientific term. (money on account in the bank; solid matter that settles to the bottom in fluid)
- b. Write *cheque*. Look in your dictionary to find the pronunciation and meaning of *cheque*. (chēk; an order for money drawn on a bank)

- c. Write *capacity*. What type of mathematical measurement is used to show capacity? (cubic measure)
- 2. a. Write nouns formed from *equal, accurate*. (equality, accuracy)
b. List adjectives formed from *angle, capacity, difference*. (angular, capacious, different)
c. Name the mathematical synonym for *capacity*. (volume)
d. Write a homonym for *cheque*. Use this homonym as two different parts of speech. (check; n. – a stop or hindrance, or a mark made when verifying accuracy; v. – to stop or hinder, to mark for accuracy, or as a term in a chess game)
- 3. Write
 - a. the banking term that is the opposite of *deposit*; (withdrawal)
 - b. the two nouns in the list that are opposites; (total, difference)
 - c. a synonym and an antonym for *purchase*; (buy, sell)
 - d. the antonym for *equal* made by adding a prefix, and a synonym for the new word. (unequal, different)
- 4. a. Add a prefix to a word in the list to make the name of a geometric figure. (triangle, rectangle)
b. Write the names of the ordinals from one to twelve in which the name for the numeral does not appear. (first, second, third, fifth, ninth, twelfth)
c. Replace the suffix on *difference* to make another noun. (differential, differentiation)
d. *Capacity* ends in *city*. List two other nouns that have this same ending. (audacity, electricity, elasticity, etc.)
- 5. Imagine you are an accountant in a local bank. Write briefly the instructions you would give someone who comes in to open a new account. Be sure to proof-read your paragraph for accuracy.

MOST COMMONLY MISSPELLED WORD REPEATED FROM EARLIER BOOKS: eighth (5, 6)

3.
 - a. Write all the words of one syllable.
 - b. Write the words which have the suffix **al**.
 - c. Write **centre**. What is the related adjective?
 - d. Write **purchase**. Draw a vertical line between the syllables. Write **purchase** again, marking the accent.
4.
 - a. Write a statement setting forth your feelings about paying **cash** for your **purchases**.
 - b. Write a question asking to be permitted to open an **account** at a department store.
 - c. Write the heading **Facts** and under the heading list two **facts** regarding a right **angle**.
5. Which word
 - a. has three vowels and only one consonant?
 - b. has three consonants and only one vowel?
 - c. ends in **le**? ends in **re**?
 - d. means **exactly correct**?
6. Write in words the meaning of each of the following symbols:
 - a. $=$,
 - b. $1/10$,
 - c. \angle ,
 - d. $5/8$,
 - e. $A = LW$.
7.
 - a. Show that **cash** may be used as both a noun and a verb.
 - b. Change **cash** from a thing to a person by adding a suffix.
 - c. Write **accurate**. Add a prefix to reverse the meaning of **accurate**.
 - d. Write **area** in syllables. Mark the accented syllable.
8. Write a classified advertisement offering to purchase a used car. Indicate how much cash you are prepared to put down on account and how you expect to pay the difference between the purchase price and your cash payment. Keep your advertisement brief.

PROOF-READ YOUR ADVERTISEMENT CAREFULLY.
FOLLOW THE STUDY STEPS.

FIRST LONG — SECOND SILENT

roast	claim	freedom	detail
easily	beneath	exclaimed	explain
roam	peaceful	proceeded	chain
acquainted			
complaint	traitor	weary	cloak

Notice that all the words in the list have pairs of adjacent vowels. The title of the unit reminds you that very often in a pair of adjacent vowels the first vowel is long and the second is silent. Check the words in the list to see whether the adjacent vowels conform with the rule.

1. a. Write the words which have the combination **oa**. Circle the sounded vowel and underline the silent vowel.
b. Follow the same procedure for the words which have the combination **ea**.
c. Write **proceeded**. Box the vowel combination in **proceeded**. Underline the prefix once and the ending twice. Change **ed** to **ing**.
2. a. Which words have the combination **ai**? Underline the combination in every word.
b. Which word has the prefix **ac**? Box the prefix.
3. a. Which verbs in the list appear in the past tense?
b. Which noun is formed by the addition of a suffix to an adjective?
c. Which adjective is formed by the addition of a suffix to a noun?
d. In (b) and (c) underline the suffixes once and the stems twice.
e. Which word in the list is generally used as a preposition?

SUGGESTIONS FOR TEACHERS, UNIT 10

Introducing the Words

The introduction in the text (p. 26) is adequate. Illustrate the rule more fully by dividing the words into four columns under the headings *oa*, *ea*, *ai*, and *ee*. The pupils should be aware that this rule has many exceptions (*aisle*, *through*, *ready*, *fault*, etc.), but do not introduce any of these exceptions if your class has average or poor spellers. Finding words with other pronunciations for these combinations would provide enrichment for the good spellers in your class.

Teaching the Words

Group the words in four columns, as suggested above. Pupils should be able to suggest additional examples for each list.

ea – *easily, beneath, peaceful; peas, least, meat, etc.*

oa – *roast, roam; boat, coast, road, throat, etc.*

ai – *claim, exclaimed, detail, explain, chain, acquainted; paint, paid, raise, etc.*

ee – *freedom, proceeded; tree, bee, heel, etc.*

Then study the words for other similarities. Note the prefixes in *beneath*, *exclaimed*, *proceeded*, *detail*, *explain*, and *acquainted*. Suffixes appear in *easily*, *peaceful*, *freedom*, *exclaimed*, *proceeded*, and *acquainted*. In *easily*, the *y* of *easy* is changed to *i* before the suffix *ly* is added; other examples of this include *happily*, *merrily*, *wearily*, etc. Good spellers will be interested to notice the difference between *proceeding* and *preceding* and the change from *exclaim* to *exclamation*, *explain* to *explanation*, etc.

Doing the Exercises

Ex. 1. a: roast, roam; circle *o*, underline *a*; b. easily, beneath, peaceful; circle *e*, underline *a*; c. box *ee*, underline *pro*, double-underline *ed*; proceeding.

Ex. 2. a: claim, exclaimed, acquainted, detail, explain, chain; b. acquainted, box *ac*.

Ex. 3. a: exclaimed, proceeded, acquainted; b. free-dom c. peace-ful; d. underline *dom*, *ful*; double-underline *free*, *peace*; e. beneath.

Ex. 4. a: retail, complain; b. easily, ease, easy; freedom from labour or concern; c. acquaintance.

Ex. 5. a: as a noun – a metal chain; as a verb – to fasten things together with a chain; b. as a verb – to roast in the oven; as an adjective – roast beef; c. as a noun – an appeal for help; d. as a verb – to claim something.

Ex. 6. a: roam; b. beneath, underneath; c. acquainted – quaint.

Ex. 7. de'tail – noun; detail' – verb.

Ex. 8. Accept reasonable answers.

Re-teaching

Assign the exercises "For Good Spellers" to all pupils who spelled the words correctly on the first dictation. Be sure to give careful

direction and check the exercises carefully so that pupils realize the importance of the enrichment practice.

Group the words for re-teaching by syllables to give variety. Have pupils write in capitals difficult combinations, such as *ac* in *acquainted*, and use the exercises "For Poor Spellers" for additional practice in context. Remind pupils to use the study steps.

Dictate and re-teach as often as necessary. Include all pupils in the first and the last dictation.

FOR POOR SPELLERS

1. Write the word from the list that
 - a. might describe sleep; (peaceful) b. names a piece of meat; (roast) c. names something sometimes used to hold a watch; (chain)
2. Write words that
 - a. begin with a consonant blend; (claim, freedom, proceeded)
 - b. have a long single vowel; (proceeded, detail)
 - c. begin with the prefix *ex*; (exclaimed, explain)
 - d. have three vowels. (beneath, freedom, detail, explain)
3. a. Write the three words that can be made adjectives by adding *ed*. Write these adjectives. (roast – roasted, detail – detailed, chain – chained)
b. Add prefixes to *claim* to make two new words. (acclaim, reclaim, proclaim, disclaim, etc.)
c. Which words are antonyms for *above*, *warlike*, *with difficulty*? (beneath, peaceful, easily)
d. Add a suffix to the noun *claim* to mean the name of a person. Use the new word correctly. (claimant – one claiming damages in a lawsuit)
4. Answer the following questions, using a word from the list in each answer:
 - a. What do nations often fight to protect? (freedom)
 - b. What might add interest to a story? (detail)
 - c. How would a prospector protect a rich ore discovery? (claim)
 - d. Why do people often shake hands when they meet? (acquainted)
5. a. Write the words that contain the following small words: *eat*, *reed*, *ace*, *lain*. (beneath, freedom, peaceful, explain)
b. Write words that are spelled differently but rhyme with *reign*, *most*, *fame*, *home*. (chain, roast, claim, roam)
c. Add suffixes to words in the list to make words meaning (i) a pan for roasting, (ii) described, (iii) quietly. (roaster, explained, peacefully)

FOR GOOD SPELLERS

1. a. Write *complaint*. Give its meaning and the verb from which it is made. (a formal protest; complain)

- b. Write *traitor*. To what verb is it related? Look up the derivation of *traitor* in the dictionary. (betray; L. *tradere*, from *trans*, over, and *dare*, to give)
- c. Write *weary*. Write the adverb and the noun formed by adding suffixes to this word. (wearily, weariness)
- d. Write *cloak*. To what article of clothing does a cloak refer? Consult your dictionary to find the derivation of *cloak*. (a loose outer garment, from L. *cloca*, a horseman's bell-shaped cape)

2. a. Look up *proceed* in your dictionary to find its derivation. Name another word derived from this same root. (L. *pro*, forward, *cedere*, to move; succeed, precede, accede, etc.)

b. List four words other than those in the list that have the root *claim*. (proclaim, reclaim, declaim, acclaim, etc.)

c. List two examples other than *freedom* in which the suffix *dom* was added to the adjective to make the noun. (wisdom, officialdom, Christendom, etc.)

d. Write corresponding nouns beside the verbs *exclaimed*, *proceeded*, and *explained*. What happened in each case when the suffix was added to the root? (exclamation, procedure, explanation; one vowel of the combination preceding the final consonant is omitted)

3. Explain in your own words the underlined phrases:

- a. He disappeared in a cloak of darkness. (secretly)
- b. People of all races treasure the four freedoms. (freedom of speech, freedom from fear, freedom from want, freedom of religion)
- c. The captain led a detail in search of the prisoner. (a selected troop of soldiers)
- d. The mountain chain extended down the coast. (range)

4. a. The word *detail* is derived from the Latin word *talea*, which means *a cutting*. What occupation is named from this same root? (tailor)

b. The word *free* has many different interpretations in English. Use another word for *free* in each of the following: free with his money, a free translation, a free country, free from pain. (lavish or extravagant; interpretation of ideas rather than words, or loose; independent; without)

c. List three nouns other than *complaint* that end in *aint*. (faint, taint, paint, constraint, restraint, etc.)

5. Write a newspaper account of the capture of a traitor who had threatened the freedom of his people by selling secret information to the enemy.

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: proceeded

MOST COMMONLY MISSPELLED WORD REPEATED FROM AN EARLIER BOOK: acquainted (6)

4. a. Form words from **detail** and **explain** by substituting prefixes **re** and **com** respectively.
b. Write easily followed by the corresponding noun and adjective. Show that you know the exact meaning of the noun.
c. Write **acquainted**. What noun has the same stem?
5. Use the word in bold type in a different way from the one shown: a. a **chain** reaction; b. a **roast** of beef; c. to appeal for help; d. to stake a claim.
6. Write the word which
 - a. is pronounced the same as Italy's capital city.
 - b. could substitute **under** for its first syllable without changing the meaning.
 - c. contains a word meaning **pleasingly odd** in appearance or manner.
7. The word **detail** may be a noun or a verb, according to which syllable is accented. Show this by writing it twice, indicating the accent and the part of speech.
8. Using the word in parenthesis write a brief statement:
 - a. telling how you went about choosing a team for baseball or a spelling match. (proceeded)
 - b. describing how an anxious father broke through a ring of firemen to rescue his child. (chain)



- c. describing a calm and beautiful evening. (peaceful)
- d. finding a lost ring. (beneath)

Spelling errors sometimes result from careless handwriting. Proof-read your statements for handwriting and spelling.

WORDS DENOTING QUALITY

cruel

serious

ambition

nervous

graceful

courage

ignorant

intelligent

mischief

tender

practical

happiness

successful

independent

angelic

courageous

devilish

industrious

obstinate

The unit consists of adjectives and a few nouns which can be used to denote qualities of person or character.

1. Which adjectives from the list might be used to describe the following actions?
 - a ballet dancer's movements.
 - a horse's shying away from a sudden noise.
 - a carefully considered reply to a question.
 - a mother stroking her child's hair.
2. Which words from the list might be used to describe the following characters?
 - a man who mistreats helpless animals.
 - a man of affairs with a common-sense approach to problems.
 - an adult who cannot read or write.
3. Colloquially "the man who gets around" is often the man with **ambition**. It is interesting to know that **ambition** is derived from a Latin phrase which meant literally **getting or going around**. Use the dictionary to discover which part of **ambition** means **go** and which **around**. Write **ambition** and its related adjective.
4. a. Write **courage**. Add the prefix **dis**. What part of speech is the new word?

SUGGESTIONS FOR TEACHERS, UNIT 11

Introducing the Unit

The text suggests a logical introduction to the unit. Note that all the words are descriptive in character. Separate them into two lists, adjectives and nouns, for study.

Teaching the Words

On the whole, the words are familiar to the pupils at this level, but they do present a few difficulties and must be carefully taught to forestall errors. Note that the *y* in *happy* is changed to *i* when the suffix is added. This point was established with *easily* in the preceding unit. In *nervous*, *ignorant*, and *practical*, the *e* of the root word is dropped when the suffix is added, but in *graceful*, and *courageous*, the *e* is retained to keep the preceding consonant soft. Relate *cruel* to *fuel*, taken previously; both words have two syllables. Use coloured chalk, large letters, or some other means to emphasize the double consonants in *successful* and the three *e*'s in *independent*. In *mischief*, underline the *chief*, stressing the *ie* combination which is pronounced short *i*.

Exercises 4, 5, and 7 offer an excellent opportunity to practise forming related words, as outlined in Unit 4 of this Teachers' Edition.

Be sure to follow the steps for teaching, as outlined in Suggestions for Teachers, Unit 1. Using words in sentences, dividing them into syllables, checking spelling of related words in the dictionary, and self-study using the study steps all help to ensure correct spelling of the words.

Doing the Exercises

- Ex. 1. a: graceful; b. nervous; c. intelligent; d. tender.
- Ex. 2. a: cruel; b. practical; c. ignorant.
- Ex. 3: *amb* – around, *eo*, *itum* – to go; ambitious.
- Ex. 4. a: discourage – verb; b. Latin, *cor* – heart.
- Ex. 5. a: From Old French *meschief* – *mes* from L. *minus*, less, and *chief* from L. *caput*, head; b. mischievous – *mis'chi-vüs*.
- Ex. 6. a: happiness; b. successful; c. courage; d. independent.
- Ex. 7. a: graceful, successful; to make an adjective from a noun meaning *full of*; b. nervous, serious; a suffix used to make adjectives; c. independent, intelligent; adjectives; substitute *ce* for *t*; d. *ant* compared with *ent*; e. ambition, courage, happiness; underline *ion*, *age*, *ness*; condition, position, etc.; message, bandage, etc.; business, carelessness, etc.

Dictating and Re-teaching

For variety, you might dictate short sentences in this unit after the words have been given individually in first dictation. Keep other words simple, and supply the necessary punctuation and capitalization. Remember the primary purpose is to ensure the correct spelling of the words in the list. The following sentences are suggested only as examples:

1. The cruel, ignorant official ordered the employee to leave.
2. A practical man finds happiness in his work.
3. The nervous guide sensed mischief among the children.
4. An intelligent nurse gives tender care to the sick.
5. Courage is needed to be successful and independent.
6. The ambition of the dancers was to be graceful on stage.
7. Because the boy was nervous, he looked very serious.

Read each sentence as a whole, then repeat it in short, meaningful phrases for the pupils to write; then re-read the sentence slowly for the pupils to check their work. Have pupils check and correct all spelling errors. Re-teach the misspelled words.

During the re-teaching, practise the use of the study steps with the poor spellers by writing the word on the chalkboard; have them close their eyes and visualize it; have them write it without looking; check it by reference to the correct form. Let pupils who have misspelled words use them in sentences and use these sentences for dictation later in the week. Be sure to check carefully to make sure no errors are overlooked by the pupils and have all errors corrected and added to the pupils' personal lists of errors.

FOR POOR SPELLERS

1. Write words from the list that
 - a. have soft *c*; (graceful, successful)
 - b. have double letters; (intelligent, successful, happiness)
 - c. have soft *g*; (courage, intelligent)
 - d. begin with vowels. (ambition, ignorant, intelligent, independent)
2. Which word from the list means
 - a. gentle; (tender) b. solemn; (serious) c. pranks; (mischief)
 - d. self-governing; (independent) e. high-strung. (nervous)
3. Write the adjectives in two groups, (i) those that describe desirable qualities, (ii) those that describe undesirable ones.
((i) serious, graceful, intelligent, tender, practical, successful, independent; (ii) cruel, nervous, ignorant)
4. a. Use the word *tender* as an adjective and as a verb. (gentle, delicate, etc.; to present an offer; e.g., to tender one's services)
b. The word *ignorant* is often misused. Look in your dictionary to find its true meaning, and write two synonyms for it. (without knowledge; illiterate, unlearned, unlettered)
c. Write words in the list that are antonyms for *awkward*, *tough*, *kind*, *stupid*. (graceful, tender, cruel, intelligent)
d. Which words from the list would you choose to describe each of the following: beefsteak, a wild lion, a swan, a student before an examination. (tender, cruel, graceful, nervous)
5. Some Riddles
 - a. My first syllable is a number. (ten-der)
 - b. Most people need me in time of trouble. (courage)

- c. My last syllable is a little insect that loves a picnic. (ignorant – ant)
- d. Take off my first letter and my first syllable becomes a contest. (graceful – race)

FOR GOOD SPELLERS

- 1. a. Divide the Extra Words into two groups – qualities you admire, and qualities you dislike. (angelic, courageous, industrious; devilish, obstinate)
- b. Which Extra Word, like *graceful*, retains the silent *e* when the suffix is added? Why? (courageous; to keep the *g* soft)
- c. Look up the derivation of the word *angel*. What does the adjective *angelic* mean? (Greek, *aggelos*, a messenger; saintly or heavenly)
- d. *Industrious* is derived from the noun *industry*. Write another adjective formed from the same noun. Use both adjectives to show their meanings. (industrial; industrious – diligent; industrial – pertaining to industry)

- 2. a. What foods have forms of *angel* and *devil* in their names? (angel food cake, devil's food cake, devilled eggs, devilled ham, etc.)
- b. What common saying uses a synonym of *obstinate*? (stubborn as a mule)
- c. What animals and insects would you describe as industrious? (beavers, squirrels, chipmunks, etc.; bees, ants, dragon-flies, etc.)

- 3. Write
 - a. the three adjectives having the same suffix added to the root; (nervous, courageous, industrious)
 - b. four antonyms formed by adding prefixes to the root words; (ungraceful, unintelligent, impractical, unsuccessful, unhappiness)
 - c. two adjectives that end in *ish* like *devilish*; (foolish, childish, impish, bluish, etc.)
 - d. In *happiness* the *y* of *happy* is changed to *i* when the suffix is added. Write three other examples of this. (business, easiness, loneliness, loveliness, etc.)

- 4. List
 - a. antonyms for *serious*, *courageous*, *industrious*, *tender*, *obstinate*; (gay, cowardly, lazy, tough, agreeable)
 - b. four words that contain the first syllable of *happiness*; (happy, happily, perhaps, haphazard, happen, etc.)
 - c. three adjectives that begin with the same prefix as *obstinate*; (oblong, obsolete, observant, obedient, etc.)
 - d. three adjectives, like *successful* and *graceful*, that are made by adding *ful* to a noun. (thoughtful, careful, masterful, etc.)

- 5. Write in your own words what is meant by:
 - a. Ambition is a stepping-stone to success.

- b. That invention is not a practical one.
- c. It is usually more practical to pay by cheque.
- d. Happiness is the most important treasure one can possess.
(Accept reasonable interpretations.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: happiness, successful, independent

b. Write **courage** again. Use the dictionary to discover from what language it is derived and what the root means.

5. a. Write **mischief**. This very old word is related to words as divergent in meaning as **handkerchief** and **capital**. Try to trace the origin of **mischief**.
b. What adjective is derived from **mischief**? This adjective is frequently mispronounced and misspelled. Use the dictionary to check its spelling and pronunciation.

6. Which word
a. is a noun with the suffix **ness**?
b. is an adjective with two sets of double letters?
c. ends in **age**?
d. is formed from the verb **depend**?

7. Take a look at some suffixes
a. Write the words with the suffix **ful**. What is the function of the suffix?
b. Which words have the suffix **ous**? What purpose does **ous** serve?
c. Write the words which contain the suffix **ent**. What parts of speech are these words? How would you form nouns from these words?
d. Write **ignorant**. How does the suffix differ from the suffix of the words in Exercise (c)? Underline the suffix.
e. Write three nouns from the list which have suffixes. Underline the suffixes. Write another example of each suffix used as a noun ending.

8. Write a short description of the character of a person you know and admire. Mention some of the qualities which make him (her) admirable in your eyes.

Proof-read carefully for spelling and correct use of words.



TAKE ANOTHER LOOK

This is another review unit. Find the word review in your dictionary. Note its meanings to see whether the title of this unit is appropriate.

independent	difference	proceeded	accurate	advice
temperature	happiness	lightning	diamond	official
Fredericton	successful	purchase	beneath	height
agriculture	acquainted	medicine	poultry	cruel
intelligent	insurance	mischief	eighth	their

Remember also to study any words which you may have misspelled in your written work.

1. a. Write **successful** or **unsuccessful** after the number to indicate whether the following human endeavours have or have not succeeded: (i) climbing Mt. Everest, (ii) landing a man on Mars, (iii) putting a man into orbit around the Earth, (iv) transforming lead to gold, (v) discovering a vaccine to control smallpox.
 b. Indicate, by writing **dependent** or **independent** after the number, your opinion of the following actions:
 (i) waiting for your mother to select what you will wear to school.
 (ii) making your own decisions regarding the books you select at the library.
 (iii) earning your own spending money.
2. Write
 - a. in words the common fraction for .125.
 - b. the noun which corresponds to the verb **advise**.
 - c. the collective noun for **domestic fowl**.
 - d. the name of a suit of playing cards.
 - e. the verb meaning **buy**.

SUGGESTIONS FOR TEACHERS, UNIT 12

Teaching the Words

All the words in this unit have been taught earlier, and most have presented some difficulty to many pupils. Thirteen of these words are among those most commonly misspelled.

Pre-test in order to eliminate those words that all the pupils can spell correctly, and to discover those pupils who have mastered all the words in the unit. Add any review words that have caused particular trouble in your class. After each dictation, excuse from re-teaching any pupils who spelled all the words correctly and assign the work "For Good Spellers". Be sure to stress the importance of these exercises, insist on neat, legible work, and be sure to check the exercises and have pupils correct errors.

There are many ways to re-group for re-teaching: e.g., by syllables; by prefixes and suffixes; by vowel combinations; by parts of speech; etc. By examining the errors in the pre-test, you can select the best groupings for your particular needs.

Note that six words in the list contain the soft *c*: *difference, successful, insurance, proceeded, medicine, advice*. In *official*, the *cial* is pronounced *shal*. *Happiness* and *successful* need particular stress as each has two pairs of double consonants.

Acquainted, accurate, diamond, and cruel all need careful pronunciation of syllables to avoid errors. Point out the *c* in the prefix *ac* in *acquainted* and the double *c* in *accurate*; a more distinct break between the first and second syllable will help this.

Compare the sounds of *eigh* in *eighth* and *height*. Be sure the pupils realize that *ei* in *their* is a result of the *y* of *they* changing to *i* when *r* was added. Point out also the various combinations for the long *e* sound: *independent, proceeded, and beneath*. Emphasize by writing in coloured chalk the *tn* in *lightning*, and the *ghth* of *eighth*, both of which are frequently misspelled.

Spend as much time as your class needs to master all or almost all of the unit. Add those words that give the most difficulty in this unit to the lists in succeeding units, as review words.

Doing the Exercises

Ex. 1. a: *successful*: (i), (iii), (v); *unsuccessful*: (ii), (iv); b. *dependent*: (i); *independent*: (ii), (iii).

Ex. 2. a: *one-eighth*; b. *advice*; c. *poultry*; d. *diamond*; e. *purchase*.

Ex. 3. a: *medicine, agriculture*; b. *temperature, height*; c. *insurance*.

Ex. 4. Accept reasonable answers.

Ex. 5. Accept reasonable answers.

Ex. 6. a: (i), (iii), (iv); b. (i), (ii); c. e.g., (i) the bench beneath the tree, (ii) the rabbit lay beneath the bush.

Ex. 7. a: *accurate, acquainted, lightning, advice, intelligent, difference*; b. *mischief, happiness, height, poultry, temperature, etc.*; c. *Fredericton*.

Extra Help

Ex. 1. a: (i) temperature, medicine, (ii) insurance, advice, official, (iii) happiness, proceeded, diamond, (iv) temperature, accurate; b. (i) cruel, (ii) intelligent, (iii) successful, (iv) independent; c. (i), (ii), (iii).

Ex. 2. a: eighth, height, their; accept phonetic markings from any reputable dictionary; b. proceeded, beneath; circle *ee*, *ea*; c. independent, intelligent; d. acquainted, accurate.

Ex. 3. a: independence, different; b. temperature, agriculture – both have four syllables; c. (i) cruelty, (ii) happy.

Ex. 4. a: The boys explained that they were not cruel to their pets. b. The women said that they would sell their poultry at the market. c. The girls decided that they would surprise their mother and leave their purchase beneath the cabinet where she would not look for it.

Ex. 5. a: (i) agriculture, (ii) mischief, (iii) lightning; b. box culture, *chief*, and *light*.

FOR GOOD SPELLERS

Ex. 1. a: Both are from the Greek word *adamas*, meaning anything inflexibly hard. The *diamond* is extremely hard and *adamant* as a noun is an imaginary stone of impenetrable hardness – sometimes used to mean the diamond. As an adjective, *adamant* means inflexible or unyielding. b. iron; c. pendant, pendulum, pendent, impending, etc.

Ex. 2. a: kerchief, chieftain, etc. Both are from the Latin word *caput*, meaning head; the kerchief is a covering for the head, a chieftain is the head of a tribe or group; b. chicken, duck, goose, turkey, etc.; c. grain, livestock, fruit, poultry, vegetable, fur, dairy, etc.

Ex. 3. a: penicillin, aureomycin, insulin, Salk vaccine; b. a distinction that is a merely nominal or artificial one; c. distinguish means to separate by classes or categories, differentiate means to separate by specific differences; e.g., distinguish the sounds with high and low notes, differentiate between the two high notes.

Ex. 4. a: length, width, height (depth, or altitude); (i) something that has dimensions in three directions, (ii) time; b. octave, octagon, octopus, October, etc; the Greek *okto* and Latin *octo* mean eight; the German word for eight is *acht*. This became *ahta* in Middle English and *eigh* in modern English to make our word *eight*.

Ex. 5. a: She ran like lightning; the surprise came like a bolt of lightning; etc.; b. the aurora borealis, commonly known as the Northern Lights; meteors, comets, etc.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: independent, happiness, successful, proceeded, lightning, medicine, diamond, advice, official, height

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: eighth (5, 6), their (2, 3), acquainted (6)

FOR TEACHERS ONLY

In the Greek language there is no letter *y*; the nearest to it is the letter *u*. When Greek words such as *sustema* and *humnos* were adapted through the Latin into English the Greek *u* was rendered *y*, e.g., *system* and *hymn*. When in English we find a *y* where normally we should expect an *i*, the word usually comes from the Greek, and the *y* is the English rendering of the original *u*, e.g., *syllable* for *sullabe*, *lyre* for *lura*.

The Greek alphabet has a *ch* letter which is pronounced with a hard *k* sound. In addition, there is a *ph* which is used instead of *f*. English words such as *school* and *chorus* with the *ch* pronounced *k*, and *philosophy* and *phrase* with the *ph* pronounced *f* are derived from the Greek.

The teacher should note that certain dictionaries, such as Webster, may spell a Greek derivation with a *y* instead of a *u* even though there is no *y* in the Greek alphabet. It would, of course, be unfair to mark as wrong a pupil's answer that was based on such a dictionary.

3. a. A physician is part of what profession? A fruit grower is part of what industry?
b. What quality or quantity do the following measure: degrees? feet?
c. What do you buy to protect yourself against costs in the event of an automobile accident?

4. a. Use accurate and intelligent to describe an answer given by a classmate.
b. In a sentence or two explain the difference there can be between **happiness** and **success**.
c. Briefly explain that though you like **mischief** you do not mean to be **cruel**. Give an example.

5. a. Using the word **lightning** in your description, write a sentence or two to describe a particularly startling flash of lightning that you once saw.
b. Briefly explain the difference between an **official** and an **unofficial** visit to Canada by a member of the royal family.

6. a. Write **their** following the number of any of the following which would correctly serve as antecedents for **their** in a sentence: (i) Boys and girls, (ii) Each one, (iii) All of them, (iv) All men.
b. If **proceeded** can be used to replace any of the following, write **proceeded** after the corresponding numbers: (i) went on one's way, (ii) adopted a course of action, (iii) gave in.
c. Write sentences using **beneath** (i) in an adjective phrase, (ii) in an adverb phrase.

7. a. Write the words which contain the following words: curate, quaint, light, vice, tell, differ.
b. Write three more words which contain complete words.
c. Write the name of the city.

FOLLOW THE STUDY STEPS IN REVIEWING YOUR SPELLING WORDS.

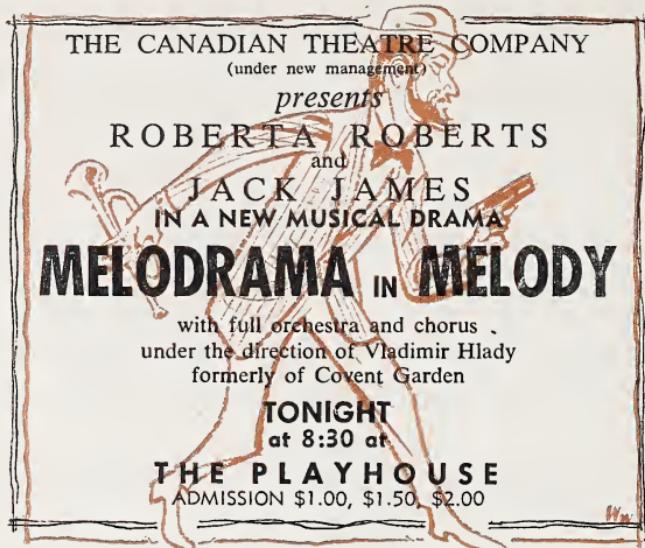
Extra Help

1. a. Which words from the list would you associate with
(i) illness? (ii) damage by collision with an automobile?
(iii) a wedding? (iv) a thermometer?
b. Use the appropriate adjective to modify the following:
(i) tyrant, (ii) professor, (iii) venture into space, (iv) nation.
c. Write **official** after the numbers of those words which it could appropriately modify:
(i) stationery, (ii) invitation, (iii) occasion, (iv) continent.
2. a. Write all the words from the list which contain **ei**. After each word write the symbol which your dictionary uses to indicate the pronunciation of the combination **ei**.
b. Write two words containing a vowel combination with the long **e** sound. Circle the vowel combination.
c. Write the adjectives which end in **ent**.
d. Which two words have the prefix **ac**?
3. a. Write **independent** and **difference**. Interchange their endings.
b. Write the two words with the suffix **ture**. What else have these words in common?
c. Write **cruel** and **happiness**. Write (i) the corresponding noun for **cruel** and (ii) the adjective from which **happiness** is derived.
4. Change the following sentences into indirect narration:
 - a. The boys explained, "We weren't **cruel** to our pets."
 - b. "We'll sell our **poultry** at the market," said the women.
 - c. "We'll surprise Mother," the girls decided, "and leave our **purchase** **beneath** the cabinet where she won't look for it."
5. a. Write **agriculture**, **mischief**, **lightning**. Which word (i) is a compound, (ii) has a prefix, (iii) is derived from the same root as **twilight**?
b. Write the three words again. In each box the word within the word.

For Good Spellers

1. a. **Diamond** and **adamant** have the same origin. Explain the relationship in meaning.
b. Name another mineral which indicates, figuratively, extreme hardness.
c. **Independent**, if translated literally, means **not hanging from**. Write two other words derived from the root **pend** which contain the meaning of **hanging**.
2. a. Write at least two more words besides **mischief** which contain **chief**. Trace their origin. Check with the dictionary.
b. List three or four kinds of fowl which are classified as **poultry**.
c. Under **agriculture** list a half dozen different branches of this industry.
3. a. Write the names of three **medicines**, not trade names, which have been discovered during the past generation.
b. What is meant by the saying, "A distinction without a difference" ?
c. Use the dictionary to help you define **differentiate** and **distinguish** when they are used almost synonymously. Use both in sentences to show that you know the difference in meaning.
4. a. What are the three dimensions? What is meant by (i) **three-dimensional**, (ii) "the fourth dimension" ?
b. The Latin word for **eight** is **octo**. Write three words which have **octo** as their root. Try to discover the distant relationship between **eight** and **octo**. How does the relationship help you to understand the spelling of **eight**?
5. a. Use **lightning** figuratively in two or three descriptive phrases.
b. What other natural flashing lights occasionally cross the sky?

THE THEATRE



aisle artificial design method entertainment
 chorus movement lead concert management
 drama orchestra female presents formerly
 guitar violin cello pageant concerto choir

1. a. Which words from the list also appear in the advertisement?
 b. What part does Roberta Roberts play? Jack James?
 c. What does the advertisement reveal about The Canadian Theatre Company?
 d. What is the function of The Canadian Theatre Company?
2. a. What would a completely musical entertainment of separate items be called?
 b. What word is used as an adjective to describe the desirable seats close to the stage and in the centre? the seats on both sides of the aisle?

SUGGESTIONS FOR TEACHERS, UNIT 13

Introducing the Words

Use the advertisement and Exercise 1 as an introduction to this unit. If you wish to enlarge upon this, have pupils select from the daily papers current theatre notices and mount them on the bulletin board. Note the frequent use of the words from this unit, and underline them with a felt pen for emphasis.

Teaching the Words

After the words have been introduced and written on the chalkboard, proceed to teach them, emphasizing the difficult combinations and structural features.

Movement, entertainment, and management are all made by adding the suffix *ment* to the verbs. Underline the root word in each and circle the *ment* suffix so the pupils may see it clearly. *Chorus* and *orchestra* have the silent *h* and the hard *c* as in *school* and *echo*. Two one-syllable words, *aisle* and *lead*, are review words that often cause difficulty. *Aisle* has *ai* with the long *i* sound and the *s* is silent. *Lead* presents a problem because of the two pronunciations possible for *ea*; when *ea* is pronounced long *e*, it is usually a verb; when *ea* is pronounced short *e*, it is a noun. Relate *artificial* to *official* taken previously, when *cial* is pronounced *shal*. Circle the silent *g* in *design*, and explain that it is made with the prefix *de* and the root word *sign*. *Female* is also made with the prefix *fe* and the root word *male*.

Divide the word *formerly* into syllables, and be sure the pupils see the word *former* with the suffix *ly* added. Errors in spelling this word are often caused by careless pronunciation, when the *r* is not pronounced.

Exercise 4. b. points out the two pronunciations of *presents*. Use them orally in sentences to emphasize that when the accent comes after the first syllable, it is a noun, and when the accent is after the second syllable it is a verb.

Doing the Exercises

Ex. 1. a: chorus, drama, orchestra, presents, management, formerly; b. female lead; male lead; c. under new management; d. to produce entertainment.

Ex. 2. a: concert; b. orchestra, aisle; c. drama.

Ex. 3. a: Accept reasonable answers; b. should resemble real life.

Ex. 4. a: chorus, orchestra; Greek; b. verb; gifts; pres'ents - n., presents' - v.

Ex. 5. a: melodrama; b. dramatic; c. methodical; d. to fashion, to plan or scheme, to sketch, etc.

Dictation

These words are related in meaning, and, depending upon the ability of your class, you may prefer to use a paragraph similar to the one

below for the second dictation or review. Follow the procedure for dictating the paragraph outlined in Unit 8. Paragraphs or sentences composed by the pupils may also be used if all the words are at the spelling level of your class.

The management of the hotel presents entertainment weekly as a special service to its guests. In the concert last week, the movements of the female lead in a short drama were very artificial, but the design for staging it was outstanding. The addition of a famous orchestra and chorus, formerly from Radio City Music Hall, drew a capacity crowd that filled even the seats on the aisle.

Check errors carefully, have pupils correct them, and add misspelled words from the list to their personal error lists. Re-teach carefully to overcome errors and dictate again until most pupils have mastered the unit.

FOR POOR SPELLERS

1. a. Select from the list two types of entertainment that you might attend. (drama, concert)
b. What words from the list could be associated with music? (chorus, movement, orchestra, concert, entertainment)
c. Write *artificial* with any of the following words it could describe: *flowers, laugh, oxygen, light, jewellery*. (*artificial* could describe all except *oxygen*)
d. Write words from the list that are synonyms for *previously, pattern, gifts, a play, motion*. (formerly, design, presents, drama, movement)
2. From the list, write
 - a. three nouns that have the same suffix; (movement, entertainment, management)
 - b. a word that has two long vowels; (female)
 - c. two words that have silent consonants other than *h*; (aisle, design)
 - d. two words, each of which has five vowels. (*artificial, entertainment*)
3. Write
 - a. each of the following verbs and its past tense: *lead, presents, design*; (lead – led; presents – presented; design – designed)
 - b. *artificial* and another word from a preceding unit containing *cial* pronounced *shal*; (official)
 - c. *orchestra* and *concert* as adjectives modifying nouns; (orchestra practice, orchestra director; concert pianist, concert program, etc.)
 - d. two words that could be used as synonyms for the noun *plan*. (design, method)
4. a. List words from the list that you would associate with each

of the following: *church, ice, instruments, wall-paper, Christmas*. (aisle, artificial, orchestra, design, concert or presents)

- b. Select words from the list that are spelled differently but rhyme with *shine, nervous, detail, style*. (design, chorus, female, aisle)
- c. Write a sentence about the *chorus* of a popular song.
- d. Ask a question about an *aisle* in a supermarket.

5. Answer each of the following questions using at least one word from the list:

- a. What was the original name of Toronto? (formerly)
- b. What particular selection in the concert did you enjoy most? (chorus, drama, orchestra, etc.)
- c. Where do you usually go for entertainment? (movies, concert, etc.)
- d. How did two jars of strawberry jam on a grocery shelf differ? (artificial, colour, etc.)
- e. Why are fashion shows so popular? (design, presents, female, etc.)

FOR GOOD SPELLERS

- 1. From the list of Extra Words, write
 - a. the names of three musical instruments; (guitar, violin, cello)
 - b. the name of a musical composition; tell the important characteristic of this type of composition; (concerto; usually in symphonic form, with three movements, with one instrument standing out in bold relief against the orchestra)
 - c. a colourful theatrical production or parade; (a pageant)
 - d. the word most commonly associated with a church service; explain why. (choir; to provide vocal music)
- 2. a. Write two words formed from the same Greek root. (chorus, choir)
 - b. *Concert* and *concerto* are spelled identically except for the final *o* of the latter. Write the pronunciation of the *c* in the second syllable of each. (concert – *s*, concerto – *ch*)
 - c. Write two words that have the soft *g* in this unit. (pageant, management)
 - d. *Guitar* has *g* followed by silent *u* to make the *g* sound hard. Write three other words that have this same combination. (guide, guess, guard, league, etc.)
- 3. Write the word from the list that
 - a. is a short form; (cello – violoncello)
 - b. is commonly used to name the board of directors of a company; (management)
 - c. could be used to describe all of the following: *hen, princess, actress, ewe*. (female)
- 4. a. Form words by adding prefixes or suffixes to words in the unit to mean (i) *colourful ceremony*, (ii) *to indicate or specify*,

(iii) tell in the form of a play. ((i) pageantry, (ii) designate, (iii) dramatize)

- b. Replace the prefix of *design* to make new words. (resign, assign, consign, etc.)
- c. Write two words from the unit with their homonyms, and give a clear definition of each of the four words. (aisle – corridor, isle – island; choir – choral group, quire – twenty-four sheets of paper of uniform size and quality)
- d. Name words other than those in the list that come from the same root as *choir*. (choral, chorale, chorister, etc.)

5. a. Three of the Extra Words name stringed instruments. Describe each and tell what part it plays in an orchestra. Name as many other stringed instruments as you can. (guitar – an instrument in the lute class, played by plucking six strings with the fingers; violin – a four-stringed instrument played with a bow, to play treble notes; cello – a four-stringed instrument played with a bow, for bass notes; viola, bass viol, banjo, ukulele, etc.)

b. Make the name of a musical instrument by adding letters to the word *concert*. Describe this instrument. (concertina – a small instrument on the principle of an accordion)

c. Part of a song, recurring at intervals, is called a *chorus*. What is a common synonym for this word. (refrain)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: aisle, formerly

MOST COMMONLY MISSPELLED WORD REPEATED FROM EARLIER BOOKS: lead (4, 5, 6)

c. What word is used to designate the actors' way or style of acting?

3. a. Movement is an important part of a musical drama; it involves the movements of individual actors and of groups of actors with respect to one another. Write **movement**, and in a sentence give your opinion of the kind of **movement** you like to see in a play on stage, TV or movies.

b. Write **artificial**. In a sentence indicate whether you think a stage play or film must seem **artificial** or whether it can or should resemble real life.

4. a. Write the two words which have ch with the sound of k. From what language are both these words derived? The k pronunciation of ch is often a clue to the origin of a word.

b. What part of speech is **presents** as it appears in the advertisement? Use **presents** as a noun. Write **presents** twice. Mark the pronunciation of the first word as a noun, and of the second as a verb.

5. a. Write **drama**. Write the compound word containing **drama** which appears in the advertisement.

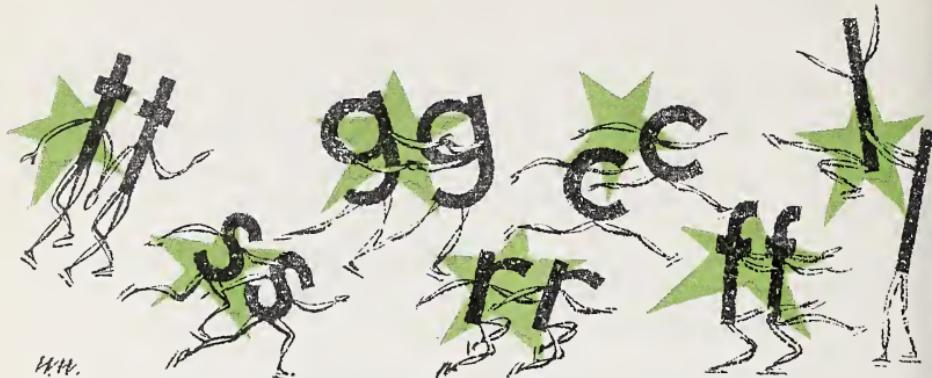
b. What adjective is related to **drama**? Use the adjective in a sentence about a particularly exciting incident in real life.

c. Write **method** and the related adjective. Use either the noun or adjective to describe how you clean the snow off the walk around your house, or perform some other task.

d. Write **design**. Show that it can be used as a verb.

6. Your school is planning to give a play or a concert. Write briefly about the job you would like to do in connection with the project—acting, working on sets or properties, singing, playing in the orchestra, selling advertising for the program, selling tickets, cashing, ushering—any of the many things to be done in connection with such an effort. *All written work should be carefully proof-read for spelling, punctuation, and word usage.*

DOUBLE LETTERS



There are several reasons for sets of double consonants in the spelling of different words. This unit will help you to remember the double letters by helping you to understand the reasons for them.

possess	occurred	necessary	manner
effort	surrounded	gradually	immediately
stiff	equipped	process	latter
excellent			suggest

hurriedly swatter interrupted occasion session

- Write **excellent** and **occurred**. Now write the stem of each word. What happened to the last letter of the stem when **ent** and **ed** respectively were added? In a sentence, account for the double consonants in **excellent** and **occurred**.
 - Write **equipped**. Explain how it resembles **occurred**.
 - Write **gradually** followed by the adjective from which it is formed. What is the suffix? Give the reason for the double consonant in **gradually**.
- Write **occurred** and **suggest**. Use the dictionary, if necessary, to help you determine the prefix in each of these words. Notice that in both words the last letter of the

SUGGESTIONS FOR TEACHERS, UNIT 14

Teaching the Words

Since the introductory paragraph opens the topic and the exercises establish the rules, two alternatives are possible. If your class is above average, you may assign the exercises to establish the rules, many of which the pupils have had previously. If your class is average or poorer, you may prefer to do the exercises orally from the chalkboard, and establish the rules firmly as you proceed.

Having grouped the words according to double letters, and having established the reasons for doubling the letters, concentrate on a further analysis of the words by writing them in syllables, and then as complete words. This analysis will emphasize the double letters, and help the slower pupils to remember them. Use coloured chalk or capital letters to point out the many prefixes and suffixes that occur in the list.

Note the difference in pronunciation of *possess* and *process*. Stress the short *o* of *possess*, followed by the double *s*, and the prefix *pro* in *process*, followed by the soft *c*.

In both the adverbs, *gradually* and *immediately*, the *ly* is added to the adjective without change. *Latter* is an adjective formed from *late* to compare two things in relation to *position*. It is the antonym of *former*. Unless it is introduced by the pupils themselves, do not refer to the word *later*, which is formed from the same root but is used to refer to *time*.

Necessary and *process* are derived from the same Latin root, *cedere, cessi*, meaning to move or go away. In both words note that the double *s* is part of the root. *Cedere* also gives us both *proceed* and *procession*.

Better pupils will be interested in the many prefixes in the unit that have been derived from Latin, and the fact that many of them change their consonant to the same one as the first letter of the root word; e.g. *effort* – *ex* changed to *ef*, *surrounded* – *super* changed to *sur*, *suggest* – *sub* changed to *sug*. In *necessary* – *ne* and *process* – *pro*, the change did not occur.

Doing the Exercises

Ex. 1. a: *excel*, occur; the last letter doubled; double consonants keep the preceding vowel short; b. *p* was doubled to keep the *i* short; c. *gradual*, *ly*. Root word ends with the same letter as the first letter of the prefix, and the *a* in *gradually* is short.

Ex. 2. a: occurred – *ob*; suggest – *sub*; *oc|curred*, *sug|gest*; b. both have prefixes that accommodate themselves to the first letter of the root word by changing to that letter, e.g. *in* to *im*, and *ex* to *ef*, thus causing the double letter; c. *sur|round*.

Ex. 3. a: *män|ner*, *lät|ter*; b. possess – Latin *pos* for *por* meaning before or near, and *sedere, sessi*, meaning to sit or reside – the first double *s*, then, is the result of accommodation of the prefix to the

initial consonant of the stem, and the second belongs to the participial root; possession; changes the pronunciation of *s* to *sh*; c. stiffly.

Ex. 4. a: box *ss*; b. necessity, procession; underline *ss*; c. possess, effort, occurred, surrounded, immediately, suggest; d. excellent, occurred, equipped, gradually, manner, latter.

Note: The exercises give examples of the following practices:

- (1) Letters are doubled to keep the preceding vowel short.
- (2) Letters are doubled when the prefix ends with, or changes to, the same letter as the first letter of the root word.
- (3) In some cases the double letter is a part of the root, and remains.

Dictating and Re-teaching

Use procedures previously outlined for dictating the words and eliminating ones that the pupils have mastered.

In re-teaching, concentrate on the meaning in context, since letter combinations and syllables were thoroughly established in the teaching period. Words could be grouped for re-teaching according to their parts of speech. Underline the present tense of *occurred*, *surrounded* and *equipped*. Write the past tense of *possess* and *suggest*. Point out that *process* may be used as a noun or as a verb, and have pupils check their use by looking up *process* in their dictionaries.

Double letters may be singled out for special stress on the chalkboard by writing them much larger, boxing them or using any other way of drawing attention to them.

Use the exercises "For Poor Spellers" during the re-teaching to give additional practice, and use sentences composed by pupils occasionally for dictation.

FOR POOR SPELLERS

1. Write words from the list that
 - a. are opposite in meaning to *poor*, *former*, *flexible*, *needless*; (excellent, latter, stiff, necessary)
 - b. are synonyms for *at once*, *happened*, *exertion*, *custom*; (immediately, occurred, effort, manner)
 - c. could be used as nouns. (effort, process, manner)
2. a. Write *necessary* after each of the following that you think is necessary to most of us: *food*, *clothing*, *candy*, *movies*, *good health*. (food, clothing, and good health)
b. Write *excellent* with four suitable nouns. (Accept reasonable examples.)
c. Write a question asking the manner in which the accident occurred.
d. Use the plural form of *manner* to show its usual meaning. (manners – behaviour)
3. a. Write words that have the *ly* suffix. (gradually, immediately)
b. Add a prefix to *necessary* to make it mean the opposite. (unnecessary)

- c. Write words from the list that have the same roots as *concession*, *manuscript*, *obsess*, *digest*, *recurred*. (necessary, process; manner; possess; suggest; occurred)
- d. Write *equipped* and *excellent* and the corresponding noun for each. (equipment or equipage, excellence)

4. Write the word from the list

- a. that has one syllable; (stiff)
- b. whose first syllable is a single vowel; (equipped)
- c. that has five syllables; (immediately)
- d. that has a silent *e* not in the last syllable. (immediately)

5. Write words that

- a. have two sets of double letters; (possess, occurred)
- b. have the soft *c*; (excellent, necessary, process)
- c. have the same letter at the beginning and the last three letters in common; (possess, process)
- d. begin with a consonant blend. (stiff, gradually, process)

FOR GOOD SPELLERS

- 1. a. Write *hurriedly*. Write the verb that is the root, and the past tense of it. (hurry, hurried)
- b. Write *swatter*. Write the word in syllables; show where the break comes and tell why. (swat|ter; between the double letters because the letter *t* is doubled to keep the vowel *a* short)
- c. Write *interrupted*. Underline the prefix with one line and the suffix with two. (inter-rupt-ed)
- d. Write *occasion*. Look in your dictionary to find why it has the double *c*. What other noun is formed from the same root? (prefix *ob* changes to *oc* before the initial *c* of the root; casualty)
- e. Write *session*. Write two words made by adding prefixes to *session*. (possession, obsession, etc.)

- 2. a. The noun *swatter* is made by doubling the consonant and adding *er* to the root word. Write at least three other examples of words formed in this way. (chatter, patter, snapper, planner, shipper, etc.)
- b. *Interrupted* and *occurred* are made by adding prefixes to root words. Replace these prefixes to make several new verbs for each. (corrupted, disrupted, erupted, etc.; recurred, incurred, concurred, etc.)
- c. In *session* the *ss* is pronounced *sh*. Write two other words that have this sound for the double *s*. (passion, possession, procession, etc.)

- 3. a. Write the noun related to each of the following: *interrupted*, *excellent*, *equipped*, *suggest*. (interruption, excellence, equipment, suggestion)
- b. Write synonyms for each of the following: *hurriedly*, *possess*,

necessary, gradually. (quickly, swiftly, etc.; own; essential, indispensable, etc.; slowly, progressively, etc.)

- c. Which Extra Word is derived from the same root as *possess*? (session)
4. a. What word do you associate with each of the following: *swatter, manners, interruption?* (e.g., fly, good, annoying; accept reasonable examples)
- b. List several occasions that have happy memories for you.
- c. Name several meetings that are referred to as *sessions*. (court session, cabinet session, session of directors, kirk session, etc.)
5. An *occasion* often refers to an important event. Name and write several sentences to describe such an occasion which might have occurred in the life of an early pioneer settler. (e.g., barn-raising, quilting-bee, etc.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: occurred, equipped

MOST COMMONLY MISSPELLED WORDS REPEATED FROM AN EARLIER BOOK: excellent (6), necessary (6), immediately (6)

prefix, **b**, has changed and become the same as the first letter of the stem. The double **c** and **g** of **occurred** and **suggest**, then, are the result of the addition of the prefix. Write **occurred** and **suggest** once more, drawing a vertical line between the prefix and the stem.

b. Write **immediately** and **effort**. In what way do they resemble **occurred** and **suggest**?

c. Write **surrounded**. The double **r** in this interesting word is the result of someone's mistake in etymology which led to a mistake in spelling. **Surround** is related to **abound**, not to **round**. Remember, when you spell **surround** correctly you are helping to perpetuate some old scholar's error! Write **surround** again, drawing a vertical line between the syllables.

3. a. Write **manner** and **latter**. In both these words the doubling of the consonant is probably a late development to account for the short a sound. Compare **mane** and **later**. Write **manner** and **latter** again and mark the pronunciation of the a.

b. Write **possess**. Use the dictionary to help you determine the reason for the double s's. Form a noun by adding **ion**. What effect on the stem has the addition of the suffix?

c. Write **stiff**. There seems little reason for the double letter in **stiff**. Write **stiff** again, followed by the related adverb.

4. a. Write **necessary** and **process**. Box the double consonants. Note that the double consonant is part of the root in each case.

b. Write **necessary** and **process** again; after each write a related noun. Underline the double consonants in the nouns.

c. List all the words the double consonants of which are a result of the addition of a prefix.

d. List all the words the double consonants of which are a result of the addition of an ending or suffix.

**KNOWING ABOUT WORDS HELPS YOU REMEMBER THEIR
SPELLING.**

WORDS FOR YOUNG PEOPLE —

SCHOOL AND BEYOND

studying	opportunities	college	reward	solution
happiness	improvement	perfect	purpose	because
instructor	experience	career	beauty	register
afford		permanent		normal

1. Use at least one word from the list in each explanation of the following:
 - a. what **opportunities** for a career there are in your community for young people with a **college** education.
 - b. why it is desirable to have some **experience** before applying for a job in a drug store.
 - c. how you can improve your habits of study.
 - d. what **purpose** you have in continuing your education.
 - e. what **reward** you expect for studying hard.
 - f. what **purpose** a classroom register serves.
2. Answer each of the following questions with a sentence containing a clause beginning with **because**.
 - a. Why does practice make **perfect**?
 - b. Why should you **register** in advance for out-of-school activities?
 - c. Why do you think **college** buildings should have **beauty**?
 - d. Why is it important for an **instructor** to know his subject thoroughly?
3. a. Write **solution**. Use the dictionary to help you write two distinct definitions of **solution**.
 - b. Add the prefix **dis** to **solution**. Give the meaning of the new word.
 - c. Write **career**. Use the dictionary if necessary to help you use **career** or a form of it as the predicate of a sentence.

SUGGESTIONS FOR TEACHERS, UNIT 15

Teaching the Words

The title of this unit may serve to introduce the words. Pupils may separate the words into two groups, those referring to school life and those related to later life. Through the pupils expressing their reasons for placing the words in their respective groups, the meanings may be clearly established.

Concentrate the teaching on structural features, as most of the words have prefixes or suffixes or both.

Words with prefixes only: *perfect, reward, purpose, because, register*.
Words with suffixes only: *studying, happiness, solution*.

Words with both prefixes and suffixes: *instructor, opportunities, improvement, experience*.

Note that in both *happiness* and *opportunities* the *y* was changed to *i* when the suffix was added. In *studying* the *y* is retained to avoid two *i*'s, but in *studied* and *studies* the *y* is changed to *i*.

Stress the *or* ending of *instructor*, and relate it to *doctor* and *sailor* taken previously. Note the soft *g* in *college* and *register*.

Career is an interesting word derived from the Latin word *carrus*, meaning *car*. Originally this word meant a road or race-course but now it has come to mean a specific course of action or occupation. *Because*, so frequently misspelled, is from Old English – *be* for *by*, and *cause*.

Doing the Exercises

Ex. 1. a: *instructor, reward, etc.*; b. *because, career, solution, etc.*; c. *studying, purpose, etc.*; d. *because, happiness, instructor, opportunities, career, etc.*; e. *perfect, career, etc.*

Ex. 2. Accept reasonable answers.

Ex. 3. a: (i) the preparation made by dissolving solid matter in a liquid; (ii) the method of solving a problem; b. dissolution – the breaking up of or putting an end to a meeting or assembly; decomposition; liquefaction; c. career – to move or run rapidly (as a horse or ship, etc.).

Ex. 4. a: *box feet and pose*; b. *perfect' – to make perfect*; c. *purposeful, purposely*.

Ex. 5. a: *in|struct|or; construction, instructor; underline struct*; b. e.g., a beauty treatment, a beauty parlour, etc.; c. *beautify, beauty; French*.

Ex. 6. a: Latin – *experiri*, to try or prove; b. n. – *recompense*; v. – to give something in return; c. both from the Latin word *collegere*, meaning to gather; college – a society of men invested with certain powers and rights, performing certain duties, or engaged in some common pursuit.

Ex. 7: This paragraph may be correlated with language or guidance and used as an assignment for either if time in a spelling period is at a premium.

Re-teaching

After the first dictation, assign the exercises "For Good Spellers" to those pupils who had a perfect score. Be sure to check the work carefully and have all errors corrected in these exercises, so that the pupils realize the importance of this enrichment.

In re-teaching, review the reasons for double letters taken in the previous unit, and note their use in *happiness*, *opportunities*, and *college*. In each case, the syllable division comes between the double letters. Stress again that the suffix is added to the *complete* root word in *studying* and *improvement*. Poorer spellers may remember the *per* of *perfect* by noting the two *e*'s in this word. Underline the root word *peri* in *experiment*, and relate it to *experience*, *experiment*, *perimeter*, etc.

FOR POOR SPELLERS

1. From the list, write
 - a. words that have double consonants and box the consonants; (*happiness*, *opportunities*, *college*; box *pp*, *pp*, *ll*)
 - b. the two-syllable words; (*college*, *perfect*, *career*, *reward*, *purpose*, *beauty*, *because*)
 - c. words that each begin and end with the same letter; (*register*, *experience*)
 - d. words that contain the combination of a vowel and *r*. (*instructor*, *opportunities*, *experience*, *perfect*, *career*, *reward*, *purpose*, *register*)
2. Write the word that means
 - a. one who teaches; (*instructor*) b. loveliness; (*beauty*)
 - c. reason; (*purpose*) d. good chances. (*opportunities*)
3. Write the word and underline
 - a. the root word in *improvement*; (underline prove)
 - b. the suffix in *happiness*; (underline ness)
 - c. the vowels in *beauty*; (underline eau and *y*)
 - d. the prefix in *because*; (underline be)
4. a. Write *purpose*. Replace the prefix *pur* with *com* and *re* to make two new words. (*compose*, *repose*)
b. Add the suffix *ed* to *register* and use it in a sentence to describe a letter. (*registered letter* — a letter whose address is registered at the Post Office and for which a fee is charged to ensure safe delivery.)
c. Use the word *reward* in a sentence to show that it can be associated with both good and evil. (e.g., a cash reward for returning something found; the reward of a black eye for interfering)
d. Use *experience* as a verb to describe your feelings on getting the correct solution to a difficult problem. (e.g., I experienced a great thrill of pleasure.)

5. Use a word from the list for each of the underlined words or groups of words:

- The lecturer gave many good chances for getting better grades. (instructor, opportunities, improvement)
- The explanation of the problem was correct. (solution, perfect)
- The knowledge acquired in business by the financier enabled him to secure both profits and contentment. (experience, reward, happiness)

FOR GOOD SPELLERS

- a. Write *afford*. Use your dictionary to find two other words that are also derived from the root of this word. (forth, forward)
- b. Write *permanent*. Find its derivation in the dictionary. Write its corresponding adverb and noun. (L. *per* – through, *manere* – to remain; permanently, permanence)
- c. Write *normal*. What noun is the root word of this adjective? Show the relationship in meaning between these two words. (norm – a rule or standard; normal – according to rule, regular)
- a. The word *afford* is usually used to mean *be able to buy*. Use it in a sentence to illustrate another meaning. (to give or yield; e.g., olives afford oil; the tower affords an excellent view)
- c. Explain what is meant by "Beauty is only skin deep". (Accept reasonable interpretations.)
- d. Rewards are not always tangible. Name two examples of rewards that are not objects. (satisfaction from a job well done, guilt, remorse, peace of mind)
- a. Write four other words that have the same prefix as *perfect* and *permanent*. (perfume, perennial, perchance, persist, person, etc.)
- b. Add a prefix to four words from the unit to make antonyms. (unhappiness, inexperience, imperfect, abnormal)
- c. Add suffixes to each of the following: *instructor*, *perfect*, *register*, to make nouns that rhyme with *solution*. (instruction, perfection, registration)
- d. Write the antonym of *permanent*. (temporary)
- a. Explain: "A thing of beauty is a joy forever". (Keats) (Accept reasonable interpretations.)
- b. List four words, other than *beauty*, that contain the vowel combination *eau*. (plateau, beau, bureau, tableau, chateau, etc.)
- c. Write four words ending in *or*, like *instructor*, that name practitioners of professions. (doctor, rector, sailor, vendor, conductor, etc.)
- d. Write four other examples of nouns formed from adjectives when the *y* is changed to *i* and *ness* is added, such as *happiness*. (business, laziness, loveliness, homeliness, ugliness, etc.)

5. *For Fun*

- a. Take off my last letter and I am a girl's name. (normal – Norma)
- b. My last syllable is the name of a large room in a hospital. (reward – ward)
- c. Take off my first two letters and I am the place where you cross a river. (afford – ford)
- d. I am what everyone tries to find in life. (happiness)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: happiness, opportunities

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: studying(6), beauty(6), because(2, 3)

4. a. Write **perfect** and **purpose**. Box the stem of each word.
b. Show that **perfect** can be used as a verb. Write the verb **perfect** and mark the accent.
c. Write the adjective form of **purpose**; the adverb form.

5. a. Write **instructor**. Separate the prefix and the suffix from the root with a vertical line. Substitute con and ion for the prefix and suffix respectively. Write **instructor** again, and underline the root common to **instructor** and the new word.
b. Write **beauty**. Use it as an adjective.
c. Write the verb and noun related to **beautiful**. From what language are all these words derived? The combination eau is a clue.

6. a. Write **experience**. Look up **experiment** in the dictionary and explain how **experience** and **experiment** are related in meaning and origin.
b. Write **reward**. Write a question using **reward** as a noun and answer the question by using **reward** as a verb.
c. **College** and **collect** go back in origin to the same root. Use the dictionary to find the relationship between the two words. Write **college**, followed by its definition.

7.



You have decided to join a club because you are interested in a hobby or handicraft, in swimming, gymnastics or something of the kind. Describe your feelings when you discover that about twenty boys and girls are registering to join but no one you know. Do you join anyway or do you abandon the idea?

Be sure to proof-read what you have written. Check the spelling of unfamiliar words by reference to the dictionary.

COMPOUND WORDS—READY-MADE AND IN THE MAKING

Most of the words in this unit are compound words. Many of them were formed a long time ago, some before they became English words at all. **Privilege** and **platform** are old compounds in which it is difficult now to see the original words. In **herewith** and **rattlesnake** the original parts of the compound are clearly recognizable but the words made from them are thought of as single words. There is another class of compound words in which the parts maintain their identity as words and are separated from one another by hyphens. Often these hyphenated compounds, like **foot-wear** and **ready-to-wear**, are recent formations, and their parts are still being used to form new compounds.

Included in the list are four words which you will be asked to use as parts of compounds.

however	throughout	wear	air-conditioned
already	altogether	herewith	autograph
privilege	manufacture	fault	earrings
worn	rattlesnake	ready	locomotive
	extraordinary	platform	dandelion

1. Write

- a. **manufacture.** Draw a line between the two root words. Use the dictionary to determine the original meaning of the roots. Make a noun by adding **r**.
- b. **extraordinary.** **Extra** is sometimes used as a prefix, but it exists in English as a complete word. Check the pronunciation of **extraordinary** in at least two dictionaries.
- c. the two words which have as part of the compound the syllable **al**. Compare **all right** (Unit 27) which has not yet become a true compound. Write the two **al** words again, underlining **al**.

SUGGESTIONS FOR TEACHERS, UNIT 16

Teaching the Words

The paragraph preceding the unit presents a suitable introduction to the unit. Separate the words into two lists on the chalkboard – compound words, and words that are found in many compound words. Have pupils make as many compound words as possible using *worn*, *wear*, *ready*, and *fault*; e.g., *shop-worn*, *worn-out*, etc.; *underwear*, *winter-wear*, etc.; *fault-finder*, etc.; *ready-made*, *already*, etc.

When the lists are complete, note interesting derivations of some of the compound words. *Privilege* is from two Latin words – *privus*, meaning separate, and *lex, legis*, meaning a law. Both parts of *manufacture* also come from Latin – *manus*, meaning a hand, and *facere*, meaning to make. *Platform* is originally from Latin but comes to English through two French words – *plat*, meaning flat, and *forme*, meaning a form.

Notice that one *l* is dropped from *all* when it is combined with *ready* and *together* to make compound words. Good spellers will be interested to learn that *altogether* is related to the word *gather*, both derived from *gadar*, an Anglo-Saxon word meaning at once.

Stress the fact that in many compound words each part remains in its original form, and draw vertical lines to prove this in *how|ever*, *through|out*, *rattle|snake*, *extra|ordinary*, and *here|with*. Note also that in many words the two parts of the compound are radically changed. Often, the older the compound, the greater the changes that have taken place.

Doing the Exercises

Ex. 1. a: *manu|facture*; *manus*, meaning hand, and *factura* from the Latin verb *facere*, meaning to make; manufacturer; b. *extraor|diary*, *extror|dinary*; c. *already*, *altogether*.

Ex. 2. a: *herewith*; *forthwith*, withdraw, withhold, within, without, withstand, etc.; b. *however*; *evergreen*, *evermore*, *everlasting*, *soever*, *forever*, *whoever*, *wherever*, etc.; c. *throughout*; without, outside, *out|door*, *out|bid*, *out|come*, *out|cry*, *out|do*, *out|law*, etc.

Ex. 3. a: *manufacture*; b. *platform*.

Ex. 4. a: *privilege* – Latin, *privus*, meaning separate or peculiar, and *lex*, meaning a law; b. *privileged* – enjoying some special or peculiar right or favour.

Ex. 5. a: *fault*; *fault-finding* or *faultfinding*; b. *wear*; *head-wear*, *foot-wear*; c. *work-worn*, *ready-made*; d. *readiness*, *readily*.

Ex. 6. Accept reasonable examples.

Re-teaching

Since these words were taught by their derivation, re-teach by stressing syllables or structure. Note the two pronunciations for *ou* in *throughout*, and the short *e* sound for *ea* in *ready* and *already* as in *weather* taken earlier. Underline the long *u* sounds in *manufacture*.

Make use of the exercises "For Poor Spellers" for those who require extra help during the re-teaching period, and check these carefully, making sure all errors are corrected.

FOR POOR SPELLERS

1. a. Write *extraordinary*. Write it in syllables. Write it again as a whole word. (ex-tra-or'di-na-ry)
b. Which word is made from two adverbs? (however)
2. Write words that
 - a. have the *th* combination; (throughout, altogether, herewith)
 - b. end in silent *e*; (privilege, manufacture, rattlesnake)
 - c. begin with a consonant blend; (privilege, throughout, platform)
 - d. end in *y*. (already, ready, extraordinary)
3. Write the word that means
 - a. a defect; (fault) b. convenient; (ready) c. special favour; (privilege) d. everywhere. (throughout)
4. Write a word from the list that you would associate with:
 - a. bite; (rattlesnake) b. speaker; (platform) c. industry; (manufacture) d. clothing; (worn, wear) e. miracle. (extraordinary)
5. a. Write the two forms of the same verb in the list. (wear, worn)
b. Which words begin and end with the same letters? (herewith, throughout)
c. Which word is mainly used in formal documents? (herewith)
d. Write the words that rhyme with each of the following but are spelled differently: *halt*, *hair*, *swarm*, *mourn*. (fault, wear, platform, worn)

FOR GOOD SPELLERS

1. a. Write *air-conditioned*. Why is an air-conditioned room usually more comfortable? (The air has been filtered, humidified or dehumidified, heated or cooled, before it enters the room.)
b. Write *autograph*. Look up the derivation of the two parts of this word. (from Greek, *autos* – self, and *graphos* – writing)
c. Write earrings. Not all earrings are rings. Describe some of the more unusual designs you have seen.
d. Write *locomotive*. Find the derivation of this word in your dictionary. (Latin, *locus*, meaning a place, and *move*, meaning to move)
e. Write *dandelion*. Find the French name for this flower and give the English translation for it. (*dent de lion*, lion's tooth)
2. a. Use the first word in *extraordinary* as a part of two other words. (extramural, extravagant, extracurricular, etc.)
b. The word *extra* appears in many words, but sometimes *ex* is a prefix, and *tra* is part of the root word, as in *extract*. Write another example of this. (extractor, extradite, *extra-neous*, etc.)

- c. Many words are formed from the root *plat* meaning *flat*, such as *platform*. Write three examples. (platter, plateau, platitude, plate glass, etc.)
- d. Write the homonym of *worn* and use both words correctly. (warn – caution; worn – part participle of verb *wear*)

3. a. What part of a train is called the locomotive? List names of other train cars. (engine; baggage, passenger, freight, caboose, etc.)

b. *Earrings* are worn as ornaments. List other pieces of jewellery worn for the same purpose. (beads, necklace, bracelet, ring, brooch, tiara, etc.)

c. Write at least five other words containing the word *graph*. (paragraph, photograph, phonograph, graphite, telegraph, geography, etc.)

d. List five important manufactured products. (automobiles, steel, paper, furniture, textiles, electrical appliances, etc.)

4. a. Write the names of four occupations that are compound words. (postman, fireman, hairdresser, policeman, silversmith, salesman, milkman, etc.)

b. Name some privileges a Canadian citizen enjoys. (voting, freedom of speech, freedom of worship, freedom to hold public office, etc.)

c. The dandelion is a common flowering weed, whose name gives a clue to its appearance. List two other common weeds whose names give clues to their appearance. (butter and eggs, blue devil, Queen Anne's lace, Indian paintbrush, buttercup, etc.)

d. Explain the meaning of *platform* in each of the following: political platform, station platform. (the principles for which a political group stand; a raised walk for landing passengers and goods from a train)

5. a. Use both parts of the word *locomotive* to form four new words. (locate, location, allocate, local, locality, motivate, motivation, motion, motive etc.)

b. Painters and other craftsmen autograph their works. What is the purpose of the autograph? (to prove they are originals)

c. Describe the advantages of air-conditioned homes. (clean, dust-free, pollen-free air, cool in summer, sufficient humidity, etc.)

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: altogether

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: wear (3), ready (3, 4)

2. a. Write **herewith**, and another word using with as part of a compound formation.
b. Write **however**, and another word using ever as part of a compound formation.
c. Write **throughout**, and another word using out as part of a compound formation.

3. Which word
a. shares part of itself with **manuscript**?
b. shares the idea of **flatness** with **plate** to which it is related in origin?

4. a. Write **privilege**. Box the second i and the following e. Use the dictionary to find the derivation of **privilege**.
b. Add **d** to **privilege** and write a phrase or sentence illustrating the meaning of the new word.

5. a. Write **fault**. Make a compound word by uniting **fault** with **finding**. Use at least two dictionaries to help you decide whether the compound word should be hyphenated.
b. Write **wear**. Combine **wear** with **head** and **foot** to form compound words.
c. Combine **worn** with **work**, and **ready** with **made**. Check to determine whether the compound words should have hyphens.
d. Use **ready** with suffixes to form a noun and an adverb neither of which is a compound word.

6.



a. Compose an exclamatory sentence warning someone that a **rattlesnake** is about to strike.
b. In a sentence or two describe an extraordinary sight you have seen recently.

HOUSEHOLD WORDS

- 1 furnish
- 2 sandwiches
- 3 neighbour
- 4 cottage
- 5 broil
- 6 darling
- 7 household
- 8 chesterfield
- 9 ceiling
- 10 plumber
- 11 odour
- 12 bargain
- 13 routine
- 14 furnace
- 15 relative
- 16 cushion
- 17 concrete
- 18 closet
- 19 awnings

1. Write the word which means
 - a. the dweller nearby.
 - b. to cook or be cooked on fire or gridiron.
 - c. an agreement on terms of give and take.
 - d. a regular course of procedure.
2. a. Write the words which name a food and a method of preparing food.
 b. Name a device for heating.
 c. Which word in the list is compound?
 d. Write chesterfield and sandwiches. Check their origins to find what they have in common.
 e. Which word is a synonym for smell?
3. Answer with a word from the list:
 - a. What endearing term would you use in speaking to someone of whom you are fond?
 - b. What person would you call if you were having trouble with the kitchen sink?
 - c. What do we usually call our summer home?
 - d. What article of furniture would you usually find in a living-room?
4. a. Write a paragraph to explain the advantages or disadvantages of living in a small **cottage**.
 b. Describe in a sentence or two an **odour** which you find very pleasant.
 c. Describe in a very few words the sort of **ceiling** you like. Use the word **ceiling** in your description.

SUGGESTIONS FOR TEACHERS, UNIT 17

Teaching the Words

By doing exercises 1, 2, and 3 orally with the class the words may be introduced and listed on the chalkboard. Most words will be familiar to the pupils but they may be interested in the origins of some of the words. *Neighbour*, *cottage*, *darling*, and *household* are Anglo-Saxon in origin. *Neighbour* and *household* are compound words – *neah* (nigh) meaning near and *bur* meaning a dweller, and *hus* meaning a cover and *hold* meaning to possess. *Darling* and *cottage* are from the roots *deore*, meaning beloved, and *cote*, meaning a small hut.

The last six words are all from Latin roots: *caelum*, meaning heaven (through French *ciel*) ; *plumbum*, meaning lead; *odor*, meaning smell; *barcania*, meaning a bargain or traffic; *rupta*, the p.p. (used as an adjective) of *rumpere*, to break, from the phrase *via rupta* or *rupta via*, literally a broken trail, c.f. *abrupt* and *rupture*, a break or tear; and *fornax*, meaning an oven. These derivations may help pupils to use the words correctly in context.

Group the words for teaching according to structural similarities. *Neighbour* and *ceiling* have the *ei* combination with different vowel sounds. *Odour* and *neighbour* have the *our* ending pronounced *er*. (Some modern writers prefer to use *or* rather than *our*, so either spelling may be accepted.) *Routine* is formed from *route*, a fact that should help the pupils to remember the *ou* combination for the *oo* sound.

Sandwiches, a review word, and *chesterfield* were both named after earls in England. The Earl of Sandwich, in the eighteenth century, sat for twenty-four hours at a gaming table, eating only slices of meat clapped between pieces of bread.

Doing the Exercises

Ex. 1. a: neighbour; b. broil; c. bargain; d. routine.

Ex. 2. a: sandwiches, broil; b. furnace; c. household; d. both derived from the names of earls; e. odour.

Ex. 3. a: darling; b. plumber; c. cottage; d. chesterfield.

Ex. 4: Accept reasonable answers.

Ex. 5. a: routine – Latin *rupta*, meaning a path; b. sandwich; c. household, housekeeping, housewife, etc.; d. furnish, furnace; no relationship.

Ex. 6. a: bargain – ain; b. broil, broiler – a utensil for broiling; c. odour, neighbour; underline *our*; odourless – no odour, neighbourly – acting as a good neighbour or social; d. plumber; plumb – to seal with lead or to test with a line weighted with lead; originally one who works in lead but now one who fits or repairs water or gas pipes, etc.; the plumbing trade.

Ex. 7: This exercise might be used in correlation with a language lesson.

Re-teaching and Dictating

After being carefully taught, the words in this unit should not present much difficulty to most pupils. Watch for spelling errors in other daily work, and be sure corrections are made in other subjects as well as in formal spelling.

For variety, you might like to use short sentences rather than the word list. Keep other words within the range of your class, but include some review words. The following are suggested sentences for dictation.

1. I can furnish the cottage with a chesterfield at a bargain price.
2. Roast or broil the ham for sandwiches.
3. Our neighbour has a darling child.
4. The plumber proceeded to do routine work in the household.
5. The odour of smoke from the furnace spread from floor to ceiling.

FOR POOR SPELLERS

1. Write words that
 - a. have the following vowel combinations and underline them: *ei, oi, ie, ou, ai*; (neighbour, ceiling, broil, chesterfield, odour, routine, bargain; underline *ei* and *ou*, *ei, oi, ie, ou, ou, ai*)
 - b. begin with consonant blends; (broil, plumber)
 - c. end in silent *e*; (cottage, routine, furnace)
 - d. end in *ing*. (ceiling, darling)
2. a. Add the suffixes *ed* and *ing* to each of the following: *furnish, broil, bargain*. (furnished, furnishing; broiled, broiling; bargained, bargaining)
b. Add a suffix to *neighbour* to form a word meaning *community*. (neighbourhood)
c. Write the words in which you see the shorter words *plum, tin, and, use*. (plumber, routine, sandwiches, household)
3. Answer the following questions using a word from the list:
 - a. Where will you use the pale yellow paint? (ceiling)
 - b. What do you prefer to use to heat your house? (furnace)
 - c. Where do you spend most of your vacation? (cottage)
 - d. Why are onions so difficult to prepare for cooking? (odour)
 - e. What is good for taking a nap? (chesterfield)
4. A puzzle of seven-letter words

1.					S		
2.	R						
3.		E					
4.			T				
5.					C		
6.						N	
7.				B			

(FURNISH)
(ROUTINE)
(CEILING)
(COTTAGE)
(FURNACE)
(BARGAIN)
(PLUMBER)

FOR GOOD SPELLERS

1. a. Write *relative*. Use it in a sentence first as a noun, then as an adjective. Add a prefix to make its antonym. (n. – a person connected by blood or by marriage; adj. – related or pertaining; irrelative)
b. Write *cushion*. Explain what is meant by, "Football players use padding to cushion the blows." (to reduce the shock of heavy body-checks)
c. Write *concrete*. As an adjective this has two completely different meanings. Look them up in your dictionary and illustrate in suitable sentences. (e.g., a concrete walk, a concrete suggestion)
d. Write *closet*. Name several different kinds of closets in houses today. (clothes, linen, storage, etc.)
e. Write *awnings*. This word was derived from the German word for *shelter*. For what are awnings used and where would you probably see them? (shelter from the sun's rays; over windows or patios, in front of store windows, over hotel sidewalks and entrances, etc.)
2. a. Write the nouns that are derived from the same root as *furnish*. (furnishings, furniture)
b. Form as many compound words as possible with the word *house*. (housewife, housekeeper, housemaid, penthouse, etc.)
c. Look up the derivation of *concrete*. List three other words derived from this same root. (L., *con* – together, *cresco* – *cretum*, grow; decrease, increase, crescent, etc.)
d. Replace the first syllable of *bargain* with a prefix to make a word meaning to *recover*. (regain)
3. a. Replace the initial consonant of *darling* with a consonant blend to make a new word. (starling, snarling, etc.)
b. Write the homonym for *ceiling* and use each word correctly in a sentence. (sealing – fastening securely with wax or other soft substance, pledging, or seal-fishing; the inner roof of a building is a ceiling)
c. Replace the initial consonant of *plumber* to make a new word in which the *b* is not silent. (slumber)
d. List at least four two-syllable words that end in the same three letters as *furnace*. (disgrace, deface, embrace, grimace, misplace, etc.)
4. a. *Concrete* is used in the construction industry. List four common uses for it. (highways, sidewalks, foundations, steps, etc.)
b. Name four other workmen by adding the suffix *er* to the root word, e.g., *plumber*. (farmer, baker, manager, broker, teller, etc.)
5. Replace the underlined words or groups of words with a word from the list or its derivative.
 - a. August sales provide many opportunities for economy.
(furnish, bargains)

- b. Our friend next door built a solid floor in his patio.
(neighbour, concrete)
- c. He had many small storage rooms in his summer home.
(closets, cottage)
- d. The varied tasks that must be done in the home require some organized planning. (household, routine)
- e. In the area surrounding our home, the delicious smell of steaks barbecuing on patios is often present. (neighbourhood, odour, broiling)

MOST COMMONLY MISSPELLED WORDS REPEATED FROM AN EARLIER BOOK: sandwiches (6), neighbour (6)

d. Write a sentence in which a friend asks you whether you enjoy getting a **bargain** when you go shopping. Use direct narration.

5. Write

- the word which is related to **route**. Use the dictionary to help you explain the relationship.
- the singular of **sandwiches**.
- household** and another compound word containing **house**.
- two words which begin with the same syllable. Check with the dictionary and indicate what relationship, if any, there is between these two words.

6. a. Write **bargain**. Compare the ending with that of **mountain**, **fountain**, **curtain**. What combination of letters should you note particularly?

b. Write **broil**. Form a noun by adding a suffix. What does the noun mean?

c. Which two words end in **our**? Underline the ending. Make adjectives from these words by adding suffixes. Use the adjectives in a phrase or group of words to show their meaning.

d. Write **plumber**. Use the dictionary to find the verb from which the noun is derived. What does the verb mean? At what trade does the **plumber** work?

7.



Write a paragraph or two about the picture. What has happened before? What are the characters saying to each other? You may want to make the story humorous. Use dramatic form if you prefer.

A MIDTERM REVIEW

chorus occurred necessary ~~opportunities~~ opportunities beauty
 altogether ~~aisle~~ aisle ~~studying~~ 15 studying immediately ~~purpose~~ 8 purpose
 14 orchestra equipped siege ~~privilege~~ 10 privilege ~~ready~~ 9 ready
 proceeded concert ~~neighbour~~ 2 neighbour // experience ~~formerly~~ 6 formerly
 13 ceiling ~~bargain~~ 0 bargain 3 happiness extraordinary ~~artificial~~ 7 artificial

FOLLOW THE STUDY STEPS IN RE-LEARNING THESE WORDS AND THE WORDS IN YOUR PERSONAL SPELLING LIST.

1. Write the words which
 - a. double the final consonant before adding ed.
 - b. have the prefixes **pro** and **op**.
 - c. are adverbs ending in ly.
 - d. have **ch** spelling the sound of **k**.
2. Which word
 - a. has a form of the prefix **in**? How is the prefix spelled?
 - b. has the spelling **ei** for long **e**? Why?
 - c. changes the **y** of an adjective to **i** before the suffix which makes it a noun?
 - d. begins with **al**?
 - e. has the spelling **ie** for long **e**?
3. a. Define **orchestra** and **chorus**. Explain the difference and the similarity in meaning.
 b. Indicate by writing **necessary** or **unnecessary** after the number whether you consider the following necessary or unnecessary actions or attitudes: (i) studying, (ii) being polite, (iii) replying to letters, (iv) dressing expensively.

SUGGESTIONS FOR TEACHERS, UNIT 18

Teaching the Words

Dictate all the words in the unit. As in previous review units, concentrate on the words misspelled. Use the exercises during the teaching periods to give additional practice.

Have the pupils write all the words containing the soft *c* sound: *proceeded, ceiling, concert, necessary*. Note that *cial* in *artificial* is pronounced *shal*, and *siege* begins with *s* followed by *ie* for the long *e* sound.

Review the rules for doubling consonants and group the words from the list that have them: *occurred, equipped, necessary, happiness, opportunities, immediately*. For some of these words a division other than that into syllables may show the structure of the word more clearly, e.g., *ne|cess|ary, im|medi|ately, happi|ness, e|quip|ped*.

Note that in *proceeded, studying, immediately, and formerly*, the root word is unchanged when the suffix is added. In *occurred, equipped, happiness, opportunities*, however, the root word is changed. Be sure all pupils understand the principles governing changes.

The long *e* sound is found in various combinations: *ee* in *proceeded, ei* in *ceiling, e* alone in *immediately* and *equipped, ie* in *siege* and *opportunities*.

Proceeded, occurred, and equipped may be presented together as past tenses of verbs. Review their present tense and present participle.

Points of particular difficulty to be marked with coloured chalk or large letters would be the silent *a* in *aisle*, the *ei* in *neighbour*, the *lege* in *privilege*, and the *eau* in *beauty*. These are not governed by any special rules, so they must be mastered by memory and practice.

Privilege is a word that is consistently and frequently misspelled. Special emphasis should be given to it in both the teaching and re-teaching periods. Frequent errors (don't point them out to pupils) are *privilege, priviledge, priveledge, and even privaledge*. The insertion of *d* is probably the most common type of error. The omission of *y* in *studying*, the omission of the second *r* in *extraordinary*, and the transposal of *a* and *i* in *bargain* are other common mistakes.

Follow the plan of re-teaching, dictating, and eliminating the words as all pupils spell them correctly, until almost all the pupils have total mastery of this unit. Add any other words that have caused difficulty in your class. Direct the pupils to follow the study steps when studying by themselves.

Be sure to check the pupils' work regularly, although pupils should always do their own initial checking and corrections. Watch for spelling errors in all written work and insist that it be neat and legible.

Doing the Exercises

Ex. 1. a: occurred, equipped; b. proceeded, opportunities; c. immediately, formerly; d. chorus, orchestra.

Ex. 2. a: immediately, *im*; b. ceiling – after *c*; c. happiness; d. altogether; e. *siege*.

Ex. 3. a: Both are musical groups: an orchestra is a group of instrumental musicians; a chorus is a group of vocal musicians; b. (i) necessary, (ii) necessary, (iii) necessary, (iv) unnecessary; c. (i) immediately, (ii) immediately.

Ex. 4. a: underline *leg*; b. box *eau*; c. aisle; d. extraordinary; extraordinarily.

Ex. 5. a: opportunities; opportune – convenient; b. neighbour; c. experience; experiment; experience is continual or varied observations following personal trial; experiment is a trial to discover an unknown truth or principle.

Ex. 6: Accept reasonable examples.

Ex. 7: Accept reasonable examples.

EXTRA HELP

Ex. 1: (i) orchestra, (ii) beauty, (iii) formerly, (iv) siege, (v) purpose.

Ex. 2. a: (ii), (v); b. (i) The race took place formerly. (ii) The soldiers put all their effort into the siege of the city. (iii) The general spoke in artificial tones. (iv) My mother bought a dress at a bargain.

Ex. 3. a: occurred, concurred – agreed; b. "May the students of Grade VII have the privilege of using the school building for a class party after four o'clock on Wednesday?"; c. aisle, ceiling; d. chorus, orchestra, neighbour.

Ex. 4. a: opportunities, beauty; b. altogether; c. proceeded, concert; d. artificial.

Ex. 5. a: chorus; b. artificial; c. immediately; d. purpose, experience, privilege, opportunities.

Ex. 6. a: equipment; accept reasonable examples; b. accept original examples.

FOR GOOD SPELLERS

Ex. 1. a: choir; duet, trio, quartet, double trio, etc.; b. violin, viola, cello, flute, bassoon, oboe, clarinet, trumpet, French horn, trombone, harp, etc.

Ex. 2. a: domed, arched, high, decorated, etc.; b. unusual, uncommon, exceptional, rare, etc.; c. *temptare*, to try, to win or entice; tempting – trying to win or entice; attempt – to try to; tentative – based on a trial or experiment.

Ex. 3. a: allegro, adagio, crescendo, diminuendo, pianissimo, forte, andante, legato, tempo, etc.; b. happen, befall, take place, be found, etc.; both from root *currere*, to run.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: altogether, proceeded, occurred, aisle, equipped, siege, happiness, opportunities, formerly

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: necessary (6), studying (6), neighbour (6), immediately (6), beauty (6), ready (3, 4)

FOR TEACHERS ONLY

Artificial is one of the many words derived from the Latin verb *facere*, to make or do. Literally it means “made by art or design”, i.e., rather than by nature or naturally, so that it has retained much of its original meaning over the centuries of use. The stem *fic* appears in many words both in the Grade 7 text and elsewhere. Examples are *official*, *deficient*, *efficient*, *efficacious*, etc.

The root of *facere* is one of the most prolific that Latin has given to English. It appears in many forms: *fac*, *fic*, *fact*, *fect*, and even occasionally as *fict*. A worn-down form is *fy*, as in *satisfy*, *magnify*, *putrefy*, and *signify*. Relationships between verb and noun, adjective and verb become much clearer when *satisfaction* and *satisfy*, *putrefaction* and *putrefy* are considered as derivatives of the same word, and *significant* and *signify* are looked at together.

c. Write immediately if you consider that the action suggested should be done at once: (i) replying to a polite question, (ii) attending to a toothache, (iii) learning to drive a car.

4. a. Write privilege. Underline the part of privilege which is related to legislature.
b. Write beauty. Box the unusual combination of vowels which spell the sound of long u.
c. What is the homonym for isle?
d. Write extraordinary. Draw a vertical line to separate the two words of which it is composed. Form the adverb related to extraordinary.

5. a. Write opportunities. Use the dictionary to find the adjective related to opportunities. Use the adjective to illustrate its meaning.
b. Write neighbour. Using the word neighbour describe in a sentence what qualities you consider a good neighbour should have.
c. Write experience. Replace the suffix with ment. Explain the relationship between the two words.

6. Ask a question about
a. buying a bargain in a television set.
b. the purpose of studying at home.
c. the siege of Louisbourg.

7. Write exclamations about
a. the artificial colouring of natural flowers.
b. an extraordinary display of lightning.
c. a beautiful concert you have just attended.

Extra Help

1. Write words from the list which have the following meanings:
(i) a group of people playing instrumental music, (ii) loneliness, (iii) previously, (iv) operations of an encamped force to attempt to capture a fortified place, (v) object intended.

2. a. Write **orchestra** after the numbers of those instruments which are part of a regular orchestra: (i) piano, (ii) violin, (iii) accordion, (iv) harmonica, (v) flute.

b. Substitute a word from the list for a word or phrase in the sentence to give each of the following an opposite sense:

- (i) The race will take place at a later date.
- (ii) The soldiers put all their effort into the defence of the city.
- (iii) The general spoke in low, natural tones.
- (iv) My mother bought the dress at a very high price.

3. a. Write **occurred**. Change the prefix to **con** and define the new word.

b. Write **privilege**. Write a request beginning "May the students of Grade VII have the privilege . . . ?" and asking to be allowed the use of the school building for a class party after four o'clock on Wednesday.

c. Write two words from the list which have homonyms.

d. Write all the words in the list which are the names of people or groups of people.

4. Write

- a. the words which have their singular form ending in **y**.
- b. the compound word containing **to**.
- c. the words with the prefixes **pro**, **con**.
- d. a compound word whose second part and **official** come from the same root.

5. Answer each question with a sentence using at least one word from the list:

- a. Which portion of a song is repeated at the end of every verse?
- b. What would you call flowers made of plastic or wax?
- c. When should you call a doctor if there has been a serious accident?
- d. Were the early explorers of Canada travelling for adventure only or did they have another purpose in mind?

6. a. Write equipped. Use equipped and the related noun in a sentence or two describing the equipment carried by the voyageurs on their journeys.

b. Write neighbour. In a sentence or two describe a good turn one of your neighbours was able to do for you or your family.

Be sure to proof-read your written work for punctuation and good usage as well as spelling.



For Good Spellers

1. a. A **chorus** may be a group of people singing together. What other word is used to express the same idea? Name one or two other smaller groups of people who sing together.

b. List six or seven musical instruments used by any reasonably-sized orchestra.

2. a. What kinds of ceilings might you find in churches, cathedrals or large public buildings?

b. Write two or three words which express the idea of **extraordinary**, that is, outside the ordinary range of experience.

c. Use the dictionary to help you trace the connection between **attempt** and **tempting**, **attempt** and **tentative**.

3. a. Many musical terms are derived from Italian. List at least five words concerning music which have retained their Italian form wholly or in part.

b. Write as many synonyms or near synonyms as you can find for **occur**. Use the dictionary to discover the relationship between **current** and **occur**.

4. A man came up to you on the street one day and said, "Do you want a wonderful bargain?" Go on from there.



ABOUT THE CANADIAN WEST

Winnipeg Regina Edmonton Victoria plains
 territory source tourists broad central
 develop severe it's discovery

coyote canyon plateau stampede

- What term is used to designate the large stretch of level country stretching through the central part of North America?
 - What would you call the place where a river has its beginning?
 - What adjective might be used to describe the prairie winters?
 - What word is used for those who visit Banff?
- Of what two words is it's a contraction? Begin your replies to the following questions with It's.
What is it?
 - It's a city situated at the junction of the Red and Assiniboine rivers.
 - It's named after a queen who reigned from 1837 to 1901.
 - It's a Latin word which means Queen.
 - It's the most northerly capital city in Canada.

SUGGESTIONS FOR TEACHERS, UNIT 19

Introducing the Unit

Either the map in the text or a timely current event taking place in the Canadian West could serve to introduce this unit. From their knowledge of the early exploration and settlement in Canada, the pupils would be able to use these words in context in class discussion and you could list them on the chalkboard.

Teaching the Words

The derivation of the proper nouns in this unit is most interesting. *Regina*, the Latin word for queen, was named for Queen Victoria; *Winnipeg* is from a Cree Indian word, *win-nipiy*, meaning murky water; *Edmonton* was named after the Hudson's Bay Company fort, Fort Edmonton, built in 1795, which in turn was named after *Edmonton*, a suburb of London, England; *Victoria* was also named after the famous Queen Victoria of England.

Point out the various vowel combinations and note the other words that have the same spelling for the same sound; e.g., *ai* in *plains*, as in *nail*, *train*, and *maid*; *ou* in *source*, as in *course*, *fourth*, and *poured*; *ou* in *tourist*, as in *through*, *route*, *group*, and *soup*.

Note the soft *c* followed by *e* in *source* and *central*, and the *al* ending of *central*, as in *practical* and *total*. Stress that the *oa* in *broad* has a short *o* sound.

Exercises 1 to 5 provide excellent practice in using these words and developing other words from them. Exercise 6 might be used as a language assignment if you find that the spelling period does not allow sufficient time for it.

Doing the Exercises

Ex. 1. a: plains; b. source; c. severe; d. tourists.

Ex. 2. a: Winnipeg; b. Victoria; c. Regina; d. Edmonton.

Ex. 3. a: Winnipeg; b. source; c. plains.

Ex. 4. a: discoveries, territories; b. Accept reasonable questions; c. develop; d. development; e. ter'ri-to'ry – territories.

Ex. 5. a: abroad; b. severe; c. central; d. develop; e. source.

Ex. 6: Accept reasonable accounts, insisting on neat, legible writing in all written work. Exercises such as this may be correlated with English, as a language assignment. Often such correlation has great value as it illustrates to the pupil that each subject is not an isolated unit, but that all are essential and integral parts of the learning process.

Re-teaching

Draw attention to the spots where there were errors. Explain why the errors occurred and, if possible, the reasons for the particular combinations in the words; e.g., the double letters in *Winnipeg* and

territory keep the preceding vowel short. A common error is to write *e* for the second *i* in *Winnipeg*.

Relate the *de* of *develop* to *degrees* (Unit 9) and *decided* from an earlier book. Stress the three *e*'s in *severe* and the short *o* sound of *oa* in *broad*. Review *it's*, taken in Book 4 and 5, and show that it is a contraction of *it is*. Be sure the pupils understand that the apostrophe designates a letter omitted in a contraction, e.g., *I'm*, *he's*, etc.

FOR POOR SPELLERS

1. Write two
 - a. plural nouns; (*tourists, plains*)
 - b. proper nouns ending with the same letter; (*Regina, Victoria*)
 - c. words that have soft *c*; (*central, source*)
 - d. words that have double letters. (*Winnipeg, territory*)
2. a. Which words rhyme with each of the following but are spelled differently: *coarse, canes, appear, pod*. (*source, plains, severe, broad*)
b. Write sentences, substituting words from the list, for each of the underlined words or groups of words: (i) in the middle of the desert; (*central*) (ii) European visitors to our country; (*tourists*) (iii) the Indians in that region; (*territory*) (iv) broad open stretches of land in the west. (*plains*)
3. a. Write *develop*. Use it with reference to photography. (to develop a film – to use chemicals to bring out the latent image on a sensitized surface)
b. Write *territory*. How is a territory different from a province? (a territory is a large region under the jurisdiction of the federal government; a province is organized with its own provincial government)
c. Write *broad*. Use *broad* to make two compound words. (*broadcast, broadcloth, broadside, broadsword*, etc.)
d. With which words from the list are each of the following associated: (i) *river*; (ii) *climate*; (iii) *exploration*; (iv) *buffalo*? (*source, severe, discovery, plains*)
4. Write
 - a. the word *source*. Add the prefix *re* to it to make a new word. (*resource*)
 - b. the noun *discovery*. Add two other prefixes to the root word of *discovery* to make new words. (*uncover, recover*)
 - c. the word *plains*. Add the prefixes *com* and *ex* to this root word. (*complains, explains*)
5. a. Write the one-syllable words. (*plains, source, broad, it's*)
b. Write the proper noun with four syllables. Show the accent mark. (*Vic-to'ri-a*)
c. To *develop* add the suffixes *ing* and *ed*. Add a prefix to one of the new words to describe a territory whose resources have

not yet been put to full use. (developing, developed; under-developed or undeveloped)

d. What word from the list would you substitute for each of the following: *a new invention, a reference, strict, grow?* (discovery, source, severe, develop)

6. *What Am I?*

- Without my first letter, tourists use me for travel. (*broad*)
- My first four letters describe vinegar. (*source*)
- My homonym can fly. (plains – planes)
- Take off my last letter, and I mean *to cut*. (severe – sever)

FOR GOOD SPELLERS

- a. Write *coyote*. Look in your dictionary to find the derivation and meaning of this word. (Spanish – a prairie wolf)
- b. Write *canyon*. From what language was it derived and what is a canyon? (Spanish – a deep valley, usually with a river or stream running through it)
- c. Write *plateau*. Write a suitable definition of a plateau. (an elevated tract of land)
- d. Write *stampede*. From what Spanish word did it come and how are they related? (*estampido* – a crackling; the noise of the wild headlong flight of a herd of animals makes a similar sound)
- a. Write *plateau*. Underline the combination of vowels. Name three other words that have this combination. (underline *eau*; tableau, beauty, chateau, trousseau, etc.)
- b. In *canyon*, the *y* is a semi-vowel. List three other words that have the semi-vowel *y*. (yellow, you, yes, year, yeast, etc.)
- c. *Stampede* and *severe* have the long *e* with a single consonant followed by the silent *e*. Write three other examples. (scene, precede, sincere, mere, sphere, etc.)
- a. Name the provinces whose capitals are named and tell the year each joined the Dominion of Canada. (British Columbia, 1871; Manitoba, 1881; Alberta and Saskatchewan, 1905)
- b. Name the largest canyon in North America and tell where it is located. (Grand Canyon, Arizona)
- c. To what does a *stampede* refer? What is the Calgary Stampede? (a wild headlong flight of a herd of animals; a rodeo)
- d. The *source* is the origin of a river. What other terms refer to parts of a river? (bed, course, mouth, tributaries, etc.)
- a. Examine the word *plateau*. The root is *plat*, meaning flat. Write two other words formed from this root. (platter, platform, platitude, etc.)
- b. The word *territory* is derived from the Latin word *terra*, meaning earth. List three other words that use this same root. (terrarium, terrain, terrace, terrier, etc., but not terror, terrify, terrible, deterrent, etc.)

- c. List at least three words that rhyme with *stampede* but are spelled differently. (exceed, breed, lead, etc.)
- d. *Coyote*, *canyon*, and *stampede* are all derived from Spanish. Suggest a logical reason for this. (all are associated with the west, and the Spaniards settled in the western areas of Mexico and the United States)

5. a. Name at least two other places named after Queen Victoria. (Victoria Falls in S. Rhodesia, Victoria State in Australia, Lake Victoria in Uganda, Victoria Land in Antarctica, Victoria River in Australia, etc.)

b. Winnipeg and Edmonton are both situated on rivers. Name other capitals of provinces also on rivers. (Quebec, Fredericton)

c. Explain what is meant by a *severe* climate. (very cold winters, very hot summers, abundant rain and snow)

d. List three other forms of wild life that inhabit the same areas as the coyote. (gopher, rattlesnake, lizard, deer, antelope, etc.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: develop, severe

MOST COMMONLY MISSPELLED WORD REPEATED FROM EARLIER BOOKS: it's (4, 5)

3. Select and write the word in parenthesis which makes the statement correct:

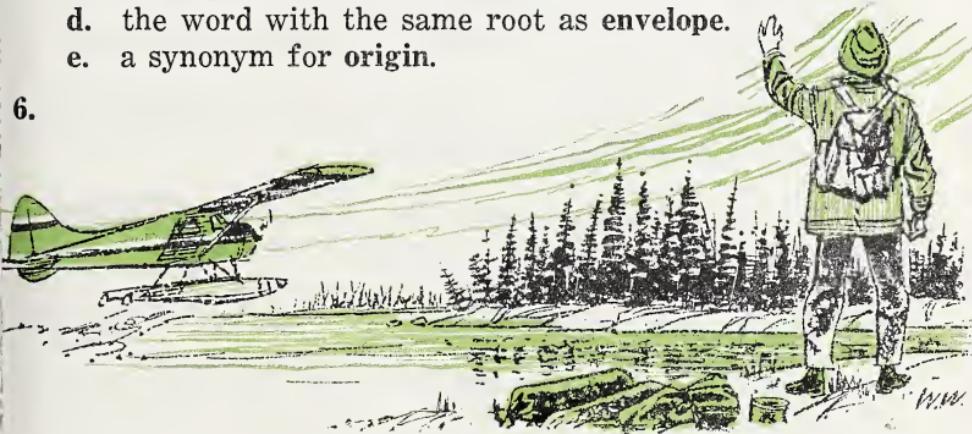
- The capital of Manitoba is (Edmonton, Winnipeg, Regina).
- The (discovery, source) of the Columbia River is in Canada.
- The broad central (plains, territories) are the wheat-growing areas of North America.

4. a. Write **discovery** and **territory**, and their plurals.
b. Ask a question about the climate of the **North-West Territories**.
c. Write the word that means **to cause to grow**.
d. Use the noun derived from **develop** in a sentence about the growth of the tourist trade in Canada.
e. Write **territory** in syllables. Beside it write its plural form.

5. Write

- broad**. What related word means **in foreign lands**?
- a synonym for **harsh**.
- the adjective derived from **centre**.
- the word with the same root as **envelope**.
- a synonym for **origin**.

6.



You are a prospector in search of deposits of uranium-bearing ore. You have been flown from Edmonton to a place near the source of one of the great northern rivers. From here on, you're on your own! Tell your story of what happens.

WRITE YOUR FINAL PROOF-READ VERSION CAREFULLY.
LEGIBILITY IS IMPORTANT.

WORDS ARE FOR COMMUNICATION

The printed word, films, radio, and television are the mass media of communication in a modern world. Included in the word list of this unit are some of the words related to writing, publishing, broadcasting, and to the discussion of issues of public importance through these media.

published catalogue information describe medium
 subscribe discussion description contents title
 announce argument stationery listening chapter
 misspell subscription prescribe grievance

1. a. Which words in the list are associated with books?
 b. Which of these words denote parts of a book?
 c. What do you call the page at the beginning of the book which names the author, publisher, etc.?
 d. Give the name of the section of the book which details what the book contains.
 e. Which word denotes a systematic list of names, books, etc., usually arranged alphabetically?
2. a. The expression **mass media of communication** is used in the opening paragraph. What is the singular of **media**? Explain the meaning used in the context given here.
 b. Use the dictionary to help you give two definitions of the word **medium**.
3. a. Write **subscribe**, **describe**, and **description**. Write the noun related to **subscribe**. What is similar in all these words?
 b. Write a sentence indicating your desire to subscribe to a favourite magazine.
 c. Write a sentence asking for the **description** of an automobile which has been advertised for sale.



SUGGESTIONS FOR TEACHERS, UNIT 20

Introducing the Words

In addition to the introductory paragraph, a brief discussion of the development of communication might provide an interesting introduction for the words in this unit. Have pupils suggest the words to list under the titles *Writing*, *Publishing*, and *Broadcasting*. Some words such as *information* and *description* may be listed in more than one column.

Teaching the Words

Most of the words in this unit are derived from Latin. *Published* is from *publicare*, to make public; and *chapter* is from *capitulare*, to arrange by heads, make a summary. *Subscribe*, *announce*, *discussion*, *information*, *description*, *describe*, and *contents* all have prefixes derived from Latin. Point out that the prefix *ad* in Latin often becomes *a* plus the first consonant of the root word, as in *announce*, *appeared*, and *appoint*. Review the meanings of these Latin prefixes: *sub* - under, *ad* - to, *dis* - apart or asunder, *de* - down, *con* - together.

The word *stationery* comes from the noun *stationer*, the name given a bookseller who usually had a stall or station in the market-place. It may be of interest to good students to know that *stationery* is ultimately derived from *stare*, to stand, from which we also have *station*, *stationary*, *status*, *stature*, etc. There are also a great many forms of *scribere*, giving us, besides *subscribe* and *description*, *prescribe*, *proscribe*, *inscribe*, etc. The word *catalogue* is from the Greek *katalogos*.

Draw attention to the particular parts that may cause difficulty. Note particularly that the *e* of *argue* is dropped when the suffix is added in *argument*; that the hard *g* of *catalogue* is followed by *u*, as in *guard*, *league*, *guess*, etc.; that the *t* of *listening* is silent; and that *title* has an *le* ending, as in *aisle*, *apple*, etc. Both *describe* and *description* are commonly misspelled. Divide each into syllables, and emphasize that the first syllable is *de*.

Doing the Exercises

Ex. 1. a: published, catalogue, information, description, describe, contents, title, chapter; b. title, chapter, contents; c. title; d. table of contents; e. catalogue.

Ex. 2. a: medium; a means of transmission or communication; b. midway between two extremes; a person who claims to make contact with departed spirits. (spiritualism)

Ex. 3. a: subscription; *scri*; b. and c. Accept reasonable examples.

Ex. 4. a: announce, discussion, argument, information, description, listening; b. a discussion is a debate made up of many arguments to discover the truth of a subject; an argument is a reason offered to prove a statement; c. and d. Accept reasonable answers.

Ex. 5. a: pronounce, renounce; announcement, pronouncement;

b. publisher, publication; c. The Macmillan Company of Canada Limited.

Ex. 6. a: Both derived from the Latin word *caput*, meaning head; b. discussion, information, description; underline *s, t, t*; c. percussion – the act of striking one body against another with some violence; concussion – the shock when two bodies collide; d. listening – paying close attention during the act of hearing; hearing – receiving sounds through the ear.

Ex. 7. a: an-nounce', dis-cuss'ion; b. lis'ten-ing, cat'a-logue.

Re-teaching

If the words were taught by derivation or by structure, re-teach by dividing them into syllables, underlining the particular areas that have caused trouble. Be sure that pupils enunciate each syllable carefully, and then repeat the word as a complete unit. Use the exercises "For Poor Spellers" during the re-teaching period to give additional practice. To overcome any difficulty with the *e* in *stationery*, have pupils associate the *er* in *stationery* with the *er* in *letters*, which are written on stationery.

Remind the pupils to use the study steps for self-help with any words they misspelled. Check all written work carefully and insist that errors always be corrected.

FOR POOR SPELLERS

1. a. Write the nouns related to the following verbs: *discuss, argue, inform, describe*. (discussion, argument, information, description)
b. Write the words from the list that might be associated with a letter. (stationery, information, contents, describe, description)
c. Write the words that contain the following small words: *ounce, log, one, gum, mat*. (announce, catalogue, stationery, argument, information)
d. Write three words that all have the same Latin root. (subscribe, describe, description)
2. Write
 - a. two words that contain the small word *ten*; (contents, listening)
 - b. a verb in the past tense; (published)
 - c. the words that end with silent *e*'s; (subscribe, announce, catalogue, describe, title)
 - d. the words that have four vowels. (announce, discussion, description, stationery)
3. Which word means
 - a. knowledge gained from reading or listening? (information)
 - b. materials used for writing? (stationery)
 - c. a debate? (discussion)
 - d. a special name given to nobility? (title)

4. Substitute a word from the list for each of the underlined groups of words:
 - a. The two boys had a serious difference of opinion. (argument)
 - b. The apples were all average in size. (medium)
 - c. They made public the exact appearance of the thieves. (announced, description)
 - d. Will you sign a contract for the monthly list of articles for sale from that company? (subscribe (to), catalogue)
5. Use words from the list where possible to write a statement
 - a. to the editor of your school paper about an error in the last edition; (published, information, etc.)
 - b. about a hockey game, when two fans of opposing teams sat beside you; (discussion, argument, etc.)
 - c. to tell a friend about an interesting book you read; (title, chapter, contents, etc.)
 - d. to explain how to get reference material for an essay. (information, description, discussion, etc.)

FOR GOOD SPELLERS

1. a. Which Extra Words have Latin prefixes? List and give the English meaning of each prefix. (misspell, subscription, prescribe; *mis* - wrongly, *sub* - under, *pre* - before)
b. Write *grievance*. What is its root word? What change occurred when the suffix *ance* was added? (grief; *f* changed to *v*)
c. Write *misspell*. Add a suffix to make a noun. (misspelling)
d. Write two Extra Words from the same root. With what things are they usually associated? (subscription - newspapers, magazines, etc.; prescribe - medicine, duties, etc.)
2. a. List at least four other nouns beginning with the same prefix as *subscription*. (submarine, substitution, subject, subarctic, subcontract, subsoil, etc.)
b. Name four nouns, other than *grief*, that change *f* to *v* when *e* or *es* is added. (calf, loaf, leaf, shelf, belief, etc.)
c. Three prefixes added to the root word *scribe* make verbs in this unit. Use at least two other prefixes with this root to make two new verbs and write their corresponding nouns. (proscribe - proscription; inscribe - inscription; circumscribe - circumscription; transcribe - transcription, etc.)
d. The noun *stationery* ends in *ery*. Write at least three other nouns with this same ending. (lottery, cannery, pottery, etc.)
3. a. List at least two synonyms for *grievance*. (injustice, injury, complaint, etc.)
b. Name three positions held by persons in the publishing business. (editor, columnist, writer, proof-reader, reporter, etc.)
c. What is meant by a *table of contents*? What is its purpose? (a page listing chapters and what each contains; to acquaint the reader with the content or subject-matter of a book)

- d. A *title page* and a *table of contents* usually precede the main section of a book. What other parts may precede the main section? (preface, foreword, introduction, acknowledgments, dedication, etc.)
- 4. a. The verb *catalogue* means to classify information according to its subject. What does the noun *catalogue* mean? (A complete list of names, books, articles, etc., often with particulars about them; a book describing articles for sale or on display)
- b. A *chapter* most often refers to a division of a book. When does it refer to people, and what are two examples? (a branch of a society or brotherhood; e.g., Red Cross Chapter, a fraternity chapter, or any service club chapter)
- c. Explain "You can't tell a book from its cover". (sometimes covers are used to attract attention, and often the illustrations do not give many clues to the contents of the book)
- d. Write suitable adjectives with each of the following, to illustrate the feeling usually associated with each: *discussion, grievance, argument*. (lively, friendly, etc.; serious, unfortunate, etc.; heated, angry, hostile, etc.)

5. Compare the media of communication today with those of 1867. Be sure to mention the improvements and any drawbacks of the modern media. Explain how it is possible for news to be flashed around the world almost simultaneously. Proof-read your work and be sure the finished product is legible and accurate. (Accept reasonable accounts, which might include some of the following: In 1867, railways and ships were few; almost all books were printed in Europe; very few newspapers were printed on presses in Canada; mail was carried by horse, often only once a week. Today newspapers are printed on modern presses and flown to out-lying areas the same day; letters carried by jet planes reach their destination in record time; radio gives on-the-spot reports day and night; television gives complete news coverage by word and picture, and the use of Telstar makes possible the transmission of telecasts over the entire world.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: argument, description, describe, stationery

SUGGESTED MID-TERM TESTS

These tests are supplied for your convenience, and may be used to test your pupils at mid-term. They are approximately equivalent in difficulty and should be used on successive days.

Test I

Dictate the word first, then dictate it in context, then repeat it in isolation. After dictating all the words in the list, read the list again for the pupils to check their work.

beauty	liquid	centre	manner
lettuce	freedom	immediately	female
peaceful	process	league	ambition
aisle	shoulder	janitor	chain
develop	Fredericton	difference	area
independent	guide	chesterfield	their
tongue	diamond	beneath	moisture
accurate	latter	suggest	engineer
register	chorus	altogether	victory
artificial	energy	hydroelectric	breathe

READ EACH SENTENCE ONCE, DICTATE IN PHRASES OR THOUGHT GROUPS, THEN RE-READ AS A WHOLE:

1. The messenger from the commonwealth was acquainted with the manager of that foreign company.
2. Our neighbour formerly lived in Charlottetown.
3. The instructor was advised to change to a career in insurance.
4. Many excellent opportunities give the serious official very good experience.

Test II

Dictate each word, then give it in context, then repeat it in isolation. After dictating all the words in the list, read again for the pupils to check their work.

privilege	beast	advice	management
employee	surrounded	ignorant	agriculture
angle	scissors	rye	tender
asked	purchase	mischief	account
stomach	eighth	drama	temperature
lead	lightning	plastic	guide
odour	bacon	cruel	boss
poultry	system	graceful	uniform
movement	medicine	process	forehead
happiness	broil	presents	tenth

READ EACH SENTENCE ONCE, DICTATE IN PHRASES OR THOUGHT GROUPS, THEN RE-READ AS A WHOLE:

1. The practice for the siege of the town was successful.
2. A microphone is necessary because of the height of the ceiling.
3. It was a privilege to lead that foreign orchestra.
4. The soldiers were gradually equipped and ready to march.

4. a. Which words might apply particularly to the **medium** of radio?

b. Write **discussion** and **argument**. Explain the difference between a **discussion** and an **argument**. If necessary, refer to the dictionary.

c. Write **information**. Using the word **information** in your explanation, tell briefly which of the media, in your opinion, provides most information to the public.

d. Write **stationery**. Explain, in a sentence, to what use **stationery** is put.

5. a. Write **announce**. Change the prefix to **pro** and **re**, and define the new words. By adding **ment** form nouns related to **announce** and to **pronounce**.

b. Write **published**, the noun meaning one who publishes, and the act or process of publishing.

c. Write a sentence telling who **published** this book. Check your answer by reference to the title page.

6. a. Write **chapter**. Use the dictionary to trace its relationship with **mischief** which appears earlier in this speller.

b. Which three nouns end in **ion**? In every instance underline the letter which precedes the ending.

c. Write **discussion**. Substitute **per** and **con** for the prefix. Define the newly formed words.

d. Write **listening**. Explain the difference between **listening** and **hearing**. Check your answer with the dictionary.

7. Noting the syllables in a word is one aid to good spelling.

a. Write **announce** and **discussion**, and mark the syllables. Note how the double consonants are handled.

b. Write **listening** and **catalogue** in syllables. Use your dictionary to check your work.

LEARN TO THINK ABOUT THE SPELLING WORDS AS YOU WRITE THEM. FOLLOW THE STUDY STEPS.

SAY IT CAREFULLY—SPELL IT CORRECTLY

diamond**dial****depth****idea****formally****formerly****influence****naturally****lightning****clothes****where****comfortable****quiet****quite****caterpillar****embroidery**

There is a tendency to misspell some words because they are poorly enunciated and not clearly heard. Omission of letters or syllables in saying the words leads to similar omissions in writing the words. The words in this unit are often carelessly pronounced.

- a. Write **diamond** and **dial**. Use the dictionary to help you note the number of syllables in **diamond** and in **dial**. Remember to sound **a** in both words. Write **diamond** and **dial** again, circling **a**.
 - b. Write **depth**. Remember to pronounce **p** when you say **depth**. To what adjective is **depth** related? Underline the part of **depth** which shows it to be a noun.
 - c. Write **idea**. Draw vertical lines to show the division into syllables. Note that all three vowels in **idea** are sounded.
 - d. Write **idea** again. What is the related adjective? Form an abstract noun by adding a suffix.
- a. Write **lightning**. Box the second syllable. There is a tendency to insert an extra vowel between **t** and **n** in pronouncing **lightning**; this tendency sometimes leads to an error in spelling. Write **lightning** again, this time underlining the root.
 - b. Write **clothes**, followed by the name of a fabric from which many clothes are made. What is the related verb? The common error in speech is to omit the sound of **th**. Pronounce **clothes** silently. Write **clothes** again, circling **th**.

SUGGESTIONS FOR TEACHERS, UNIT 21

Teaching the Words

The introductory paragraph reminds pupils of the importance of careful pronunciation. Eight of the words are among those commonly misspelled and need particularly careful teaching. Since so many of the words are review words to the class, try to maintain interest through variety of presentation. Over-learning the words, however, assists the pupils in the retention of their correct spelling, and frequent review maintains accuracy.

Since the introduction suggests teaching by syllables, this grouping will likely be most natural:

One-syllable words – *depth, clothes, where, quite*

Two-syllable words – *dial, lightning, quiet*

Three-syllable words – *diamond, idea, formally, formerly, influence*

Four-syllable words – *naturally, comfortable*

Depth, from the root word *deep*, omits one *e* when the *th* is added. Stress the *pth* combination, which is particularly difficult to say. *Clothes* and *where*, both review words from Book 3, have the *th* and *wh* sounds. In *clothes*, the silent *e* makes the *o* long, but in *where*, the first *e* has the long *a* sound. The adverb *quite* has only one syllable, and the long *i* with the silent *e* ending.

In *dial*, *lightning*, and *quiet*, the *i* in the first syllable is long. *Dial* has the *al* ending as in *central* and *practical*. *Lightning* drops the *e* of the verb *lighten* when the suffix is added to make a noun. The substitution of *g* for *q* in *quiet* is a common error; otherwise, if the two syllables of *quiet* are pronounced clearly, it should not present any problem.

Diamond and *idea* also have the long *i* in the first syllable. Since the *a* in *diamond* is short, it is often omitted in pronouncing this word. In *idea* the *e* is also long, and the last *a* short, as in *area* and *camera*. Emphasize the root words in *formally* and *formerly*. Since both roots are adjectives, stress their meanings so that the pupils will not become confused; e.g., *formal* means very conventional or something that observes the established ceremony or form; *former* means first or previous. Point out the root *flu* in *influence*, derived from the Latin verb meaning to flow.

Relate *naturally* to *nature* from Book 5. The *al* suffix replaced the silent *e* to make the adjective *natural*, and the *ly* suffix was added to make the adverb. Note the root *fort* in *comfortable*, from the Latin *fortis*, meaning both brave and strong. Underline the root and stress the *able* ending.

Doing the Exercises

Ex. 1. a: di'a-mond, di'al; b. deep; underline *th*; c. i|de|a; d. idealism.

Ex. 2. a: box ning; underline *light*; b. cloth; clothe; c. accept reasonable examples; d. natural, nature; the second *a*.

Ex. 3. a: quite, adverb, one; quiet, adjective, two; b. quietly; c. quiet — silent or still, used as a descriptive adjective; quite — entirely, really, used as an adverb of manner.

Ex. 4. a: formerly — former; formally — formal; b. (i) formally, (ii) formerly.

Ex. 5. a: Accept reasonable examples; e.g., Where did he go? b. Accept reasonable examples; e.g., The lightning struck where the big maple tree used to stand.

Ex. 6. a: influence; box *flu*; underline *in*; circle *ence*; b. influential.

Dictating and Re-teaching

Many words in this unit will present difficulty and will need to be included in following units as review words. Be careful of your own enunciation and pronunciation in dictating the words in context. Continue to dictate and eliminate words as they are mastered, making sure all errors are corrected and are added to the personal spelling lists.

The following sentences are suggested only as examples of the words in context.

1. Do you know *where* the plumber went?
2. Can you see the *dial* on your watch at night?
3. His *idea* was *quite* interesting.
4. *Formerly*, the work was done by hand.
5. The room was *quiet* and *comfortable* for studying.
6. The queen wore a *diamond* necklace.
7. She bought her *clothes* at this shop, so *naturally* she looked fashionable.
8. We were *formally* invited to the banquet.
9. The *depth* of the lake can *influence* the height of the waves.
10. The flash of *lightning* was followed by a crash of thunder.

Make use of the exercises "For Good Spellers" with pupils who have done well during the re-teaching period, and check the exercises carefully so that the good spellers will realize the importance of them for enrichment. Keep a record of words that caused particular difficulty in your class.

FOR POOR SPELLERS

1. Substitute words from the list for the underlined words to make them opposite in their meaning:
 - a. The jacket was quite uncomfortable.
 - b. The room was unnaturally quiet.
 - c. Measure the height of the tank.
 - d. Introduce your guests as informally as you like.
2. a. Write *formally* and *formerly*. Use your dictionary to find the derivation of each. (*formally* from *forma*, the Latin noun for the word form; *formerly* from *forma*, the Anglo-Saxon word meaning first)

- b. Write the words that are the opposite of *height, artificially, noisy, lastly*. (depth, naturally, quiet, formerly)
3. a. What words would you associate with *a telephone, a fashion show, thinking, a deck of cards, electricity*? (dial, clothes, idea, diamond, lightning)
b. Write the words that are synonyms for *still, really, thought, restful, power*. (quiet, quite, idea, comfortable, influence)
c. Which noun is plural? Use its singular form correctly. (clothes; cloth – material or fabric)
4. Which word is sometimes
 - a. used in a question? (where)
 - b. a verb meaning “to exert power over”? (influence)
 - c. associated with baseball? (diamond)
 - d. used to describe something very fast? (lightning)

FOR GOOD SPELLERS

1. a. Write *caterpillar*. To which stage in life of an insect does this refer? What other words are names of this same stage? (larva; worm, grub, etc.)
b. The word *caterpillar* is sometimes used in connection with heavy construction. Explain what it means. (a huge tractor, which travels on two endless metal belts, for use on rough ground)
c. Write *embroidery*. The root of this word is the verb *broider*. Find its root and derivation in your dictionary. (French, *broder*, from *broud*, meaning a needle)
2. a. The word *dial* is believed to be from medieval Latin, *rota dialis*, daily wheel, which is from the Latin word *dies*, meaning a day. What other words come from this same derivation? (diary, diurnal, journal, diet, etc.)
b. What is a diamond drill? Why are diamonds used in it? (a metal bar or tube that revolves rapidly and is armed with one or more small diamonds at the boring end; the extreme hardness of diamonds allows them to bore speedily through rock, gems, etc., without wearing down)
c. Name two places where you might see the sign “Quiet, please”. (library, hospital or hospital zone, radio or television studio)
d. List at least three descriptive adjectives that are often used with the noun *idea*. (brilliant, clever, foolhardy, ridiculous, etc.)
3. What is meant by each of the underlined phrases?
 - a. He was a man of great influence. (with great power to sway the thoughts or actions of others)
 - b. She was in the depths of despair. (very sad)
 - c. They saw a diamond-back on the desert. (rattlesnake)
 - d. The news travelled like a bolt of lightning. (very quickly)
 - e. Clothes make the man. (a neat appearance gives a good impression)

4. a. The noun *depth* was formed by omitting one *e* and adding *th* to the adjective *deep*. Name three other nouns formed from adjectives and write the corresponding adjective beside each. (strength – strong, width – wide, length – long, truth – true, etc.)
b. Write as many words as you can that begin with *dia* like *diamond* and *dial*. Which of these are related to *dial* in origin? Which are not? (dialogue, diary, dialect, diagraph, diagonal, diameter, etc.; diary, etc. – see 2a above)
c. Write at least three things that have dials. (watch, clock, radio, television set, meter, sundial, etc.)
d. Write three nouns that are compound words having *clothes* as a part. (clothes-line, clothes-basket, clothes-pin, clothes-press, clothes-brush, etc.)
5. a. What countries in the world are famous for their embroidery? (Switzerland, Italy, China, Japan, Spain (Madeira), etc.)
b. Name at least two insects that have a caterpillar for the larva stage. Tell where you would find each. (cabbage butterfly on cabbage leaves; corn-borer in corn; codling moth in apples; Cecropia moth and Luna moth on leaves, etc.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: diamond, formerly, naturally, lightning

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: clothes (3, 5), where (3, 4), quiet (5, 6), quite (4, 5)

- c. Use **clothes** and **comfortable** together in a sentence about life in the country.
- d. Write **naturally**, followed by the related adjective and noun. Which letter of **naturally** is sometimes omitted by careless speakers? Remembering the root, and careful pronunciation of **naturally**, will help you to spell the word correctly.

3. a. Write **quite** and **quiet**. How many syllables has each word? Which is an adverb and which an adjective?

b. Write the adverb formed from **quiet**.

c. Give examples of the difference in meaning and use between **quiet** and **quite**.

4. a. **Formally** and **formerly** are sometimes confused in use as well as in pronunciation. Write **formerly** and **formally** and the corresponding adjectives.

b. Use **formerly** and **formally** correctly to tell your friend

- (i) that you had been invited with due ceremony to attend a dinner party.
- (ii) that previously you had always been informally invited.

5. a. Use **where** as an interrogative adverb.

b. Use **where** at the beginning of an adverb clause in a sentence explaining where lightning has struck.

c. **Where** is often misspelled because it is mispronounced. Note carefully the sound of **wh** at the beginning of **where**. Write **where** followed by the interrogative words **what**, **when**, **why**. Remember that **where**, **what**, **when**, **why** all begin with **wh**.

6. a. Write the word with the same root as **fluent**. Box the root. Underline the prefix and circle the suffix. Note the number of syllables.

b. What adjective is related to **influence**? Check your answer in the dictionary.

REMEMBER TO MAINTAIN YOUR PERSONAL
SPELLING LIST.

WORDS THAT CREATE AN ATMOSPHERE

Some words, because of their associations or their sound or their meaning, seem to have special connotations. They have an aura about them; their use in speech or writing often contributes some feeling as well as the bare meaning to the context in which they appear. A few words of this kind compose the word list.

seize	orient	menace		villain
warn	magic	funeral	mystery	grief
death	prayer	peculiar	fortunate	growl
spite	beggar	horrible		haunted
				maniac
				magician

1. a. Which words in the list carry with them a hint of fear or disagreeableness?
b. Which words are associated with feelings of mystery? with dying? Which word is associated with poverty?
2. a. Use **menace** and **peculiar** in phrases or sentences to convey the special feeling attached to each of them.
b. Write **horrible**. Careless and too frequent use of **horrible** has tended to take away some of its original force. In a sentence using some form of **seize** illustrate the forceful character of the word **horrible**.
c. Write **menace**. Define **menace** as a noun and as a verb. In a few words describe a traffic problem or some other dangerous condition in your community which you consider to be a **menace** to the safety of children.
3. a. Write **prayer**. What atmosphere does **prayer** suggest to you? Use **prayer** in a sentence or so which creates this atmosphere.
b. Write **spite**. Form an adjective and adverb from **spite**.
c. **Spite** and **sport** are both shortened or clipped forms of longer words. Use the dictionary to find the longer words.

SUGGESTIONS FOR TEACHERS, UNIT 22

Introducing the Words

As the introductory paragraph states, the unifying element in this unit is the atmosphere created in the mind by certain words. Most of these words arouse a feeling of danger or tragedy, which pupils may associate with many movies and television plays.

After the words have been introduced in context and listed on the chalkboard, proceed to study them for structural and phonetic similarities. Note the *ei* after *s* in *seize* – an exception to the rule “*i* before *e* except after *c*”. The *ar* in *warn* has the same sound as in *war* and *warm*. In *death*, point out that the *ea* spells the sound of the short *e*, as in *bread*, *breath*, and *head*. Draw attention, also, to the *th* ending used to make the noun *death* from the adjective *dead*, and relate it to *depth* taken in the preceding unit. The word *spite* is a short form of *despite* from the verb *despise*, derived from a Latin word meaning contempt. Have pupils divide the word *orient* into its three syllables – *or'i-ent* – so that they see that the *e* and the *i* are pronounced separately. Point out that *orient* is from the Latin present participle of the verb meaning to rise. Similarly, *occident* is derived from the Latin word meaning falling or setting.

Both *beggar* and *horrible* have double consonants, with a syllable break between them – *beg'gar*, *hor'ri-ble*. Mark for special attention the *ar* ending of *beggar* as in *dollar* and *collar*, and the *ible* of *horrible* as in *terrible* and *sensible*. *Menace* has the soft *c* followed by *e* as in *furnace*, and *funeral* has the long *u* as in *huge* and the *al* ending as in *central* and *practical*. Note the *yer* sound of *ier* in the word *peculiar*.

The use of the first *y* in *mystery*, instead of the *i* that one would expect, will suggest to the better speller that the word is derived from the Greek. (*musterion*)

Doing the Exercises

Ex. 1. a: seize, warn, death, spite, menace, funeral, peculiar, horrible, mystery; b. warn, magic, mystery; death, prayer, funeral; beggar.

Ex. 2. a: menace – n., a threat, v., to threaten; peculiar – distinctive, special, sometimes used to mean queer or eccentric; b. horrible means hideous or very offensive, arousing horror; e.g., A horrible creature seized the child. c. n., a threat; v., to threaten; accept reasonable examples.

Ex. 3. a: religious; accept reasonable examples; b. spiteful, spitefully; c. despite, disport.

Ex. 4. a: beggar, beg; b. fortunate, fortune; c. prayer, pray; d. warn.

Ex. 5. a: oriental; eastern, sometimes used to describe the excellence of gems; b. originally the only form of wealth or property consisted of cattle, for which the Latin word was *pecus*. From *pecus* was developed the Latin *pecunia*, wealth, and from this comes the English word *pecuniary*, which means consisting of, or related to,

money. Also from *pecus* developed the Latin word *peculium*, meaning private property, and thus the English word *peculiar*, meaning particular, or that which belongs exclusively to an individual. The Latin word *peculari* meant to appropriate property or money entrusted to one's care. From this came the English *peculate*, meaning to embezzle.

Ex. 6. a: magical (or magic); b. witchcraft; c. seizure; the *e* is omitted; the act of suddenly taking possession of something or a sudden attack of some disease.

Ex. 7. a: horrible, mystery, fortunate; b. deathbed; c. his shirt could not be described with words.

Dictating and Re-teaching

No words from this unit are among those most commonly misspelled. Dictate the words, in sentences if you wish, re-teach the misspelled words, and make a note of the errors so that you can include them as review words in following units.

FOR POOR SPELLERS

1. a. Write the verbs in the list and beside each write its corresponding noun. (seize – seizure; warn – warning; spite – spite; menace – menace)
b. Write the words that have a long *u* sound. (funeral, peculiar, fortunate)
c. Write the words that contain the following small words: *liar*, *rib*, *ray*, *egg*, *fun*. (peculiar, horrible, prayer, beggar, funeral)
d. Write three adjectives from the list and beside each write its corresponding adverb. (peculiar – peculiarly, horrible – horribly, fortunate – fortunately)
2. Write the words that mean: a. lucky (fortunate); b. threaten (menace); c. eastern countries (orient); d. to caution (to warn); e. hideous (horrible).
3. a. Write a sentence about some achievements of modern science that would seem like magic to a man in medieval times. (Accept reasonable answers; e.g., flying in airplanes, submarines, movies, etc.)
b. Write a sentence to describe a beggar standing on a street corner in January.
c. Write a sentence describing some of the sights one would see on a trip to the orient.
d. Ask a question about the death of a famous man.
4. Fill in the following puzzle with words from the list.

1.		i		
2.		i		
3.		i		
4.			i	
5.			i	

(1. and 2. – seize and spite, 3. orient, 4. horrible, 5. peculiar.)

5. Which word
a. has a silent *a*? (death) b. has a soft *g*? (magic) c. is an antonym for *unlucky*? (fortunate)

FOR GOOD SPELLERS

1. a. Which of the Extra Words create the atmosphere of (i) fear, (ii) sorrow, (iii) mystery? ((i) villain, growl, haunted, maniac; (ii) grief; (iii) magician, haunted)
b. Write the Extra Word whose root is in the basic list. Underline this root. (magician – underline *magic*)
c. Write *villain*. This word dates back to old feudal times. Look in your dictionary to find its interesting history. (from Latin *villa*, meaning a country house, the word *villanus* meant a farm servant – hence a man of the lowest class of peasant and often guilty of crimes)
d. Write *grief*. Write its corresponding verb and add a suffix to this verb to make another noun. (grieve; grievance)
e. Write *maniac*. Look up the derivation of this word and explain its meaning. (from Greek *mania*, meaning madness, a madman)
2. a. Write three or four imitative words beginning with *gr*. (growl, grunt, grouch, groan, etc.)
b. Look up the derivation of the word *haunted* in your dictionary. Show that *haunt* may be used both as a noun and as a verb. How does the adjective *haunted* differ in meaning from either the noun or the verb? (from Old French *hanter*, to frequent, dwell, originally from Anglo-Saxon *hām*, abode; n. – a favourite resort, v. – to visit frequently; the adjective usually refers to the supernatural)
c. The words *magic* and *magician* are old words, dating back long before the Roman era. Both are derived from the Old Persian word *magus*, meaning *priest*. How did the magician's place in society in early history differ from his place in our society today? (In olden days, magicians practised sorcery and people looked upon them as divine; today magicians perform magic as entertainment)
3. a. Add a suffix to *villain* to make an adjective. (villainous)
b. Write two synonyms for *grief*. (deep sorrow, affliction, pain, etc.)
c. Add a suffix to *peculiar* to make a noun. (peculiarity)
d. Write the root word of *maniac* and use it in a sentence to show its meaning. (mania; insane desire or craving)
4. a. *Death*, *funeral*, and *grief* are often used in the same association. What other words are also related to this same association? (funeral home, flowers, mourners, sympathy, etc.)
b. In any good mystery story, there is usually a villain. What other characters or qualities must this type of story have? (hero or heroine, suspense, etc.)

- c. Name at least three things that are a menace to good health.
(disease, lack of food, lack of exercise, worry, accidents, etc.)
- d. Why did caravans travel overland to the orient in the days of Columbus? (silks and spices)

5. a. Write two or three sentences describing the villain in a mystery story you have read.

b. Describe as clearly as you can a particularly clever act that you have seen a magician perform.

4. Write

- a. the noun that was formed by doubling the final consonant of a verb and adding a suffix. What was the original verb?
- b. an adjective that was formed from a noun by the addition of the suffix ate. What was the original noun?
- c. a noun formed from a verb by the addition of er. Write the original verb.
- d. a verb which is a homonym of worn.

5. a. Write **orient**, and the adjective formed from it. Orient is the stem of a Latin participle meaning **rising**; from rising, orient came to mean east, or eastern, that is, towards the rising sun. What does the English adjective formed from orient mean?

b. Write **peculiar**. Peculiar has a long and interesting history. Trace its relationship to words such as **pecuniary** and **peculate**. Define all three words.

6. a. Write **magic**, and the adjective related to it.

b. Explain what is meant by black **magic**.

c. Write **seize**. Underline **ei**. Note particularly this exception to the general rule about **ei**. Make a noun by adding **ure**. What happens to the final **e** of **seize**? Define the noun.

7. a. Which words in the list are related to: **horror**, **mysterious**, **misfortune**?

b. Combine **bed** and **death** to form a compound word.

c. Write **beggar** and **description**. What is the meaning of the sentence "His shirt beggared **description**"?

Remember to follow the study steps.



VERBS ARE IMPORTANT

disappear**omit****control****deserve****conquered****inquire****close****accomplish****continued****limited****obtained****increased****including****enclosing****arranged****precede****substitute****awakened**

This unit helps you to expand your spelling power by providing practice in spelling words related to those in the word list.

1. a. Write in the past tense all the verbs which appear in the list in the present tense.
 b. The ending **ing** indicates the present participle of a verb. Write the present participles appearing in the word list, and after each the present tense of the corresponding verb.
 c. Write the present tense of all the verbs appearing in the list in the past tense.
2. Write the words in the first two columns below. In a parallel third column write the words which have the meanings given in Column II, and can be formed from the words in Column I by the addition or changing of a prefix.

I

II

close

reveal

continued

stopped

included

ended

limited

boundless

disappear

become visible again

increased

lessened

3. a. Write **omit**. **Omit** is derived from a very productive Latin root, **mitt**, **send**. List several words derived from the same root and differing from **omit** only in the prefix. Use the prefixes **re**, **ad** and at least two others.
 b. Write **inquire**. Find its root, and form at least two additional verbs by changing the prefix attached to this root.

SUGGESTIONS FOR TEACHERS, UNIT 23

Teaching the Words

Exercise 1 in the unit will introduce other forms of each verb appearing in the unit. They may be listed in columns on the chalkboard under the headings Present Tense, Past Tense, and Present Participle. From this, have pupils establish principles for making the various forms of the verbs.

- (1) A verb ending in *e* usually adds *d* for the past tense, and drops the *e* when *ing* is added to make the present participle; e.g., *deserve, inquire, close, continue, increase, include, enclose, and arrange*.
- (2) A verb ending with a consonant, preceded by a combination of two vowels, usually adds *ed* and *ing* with no change in the stem; e.g., *disappear, conquer, and obtain*.
- (3) A verb ending in two consonants usually adds *ed* and *ing* with no change in the stem; e.g., *accomplish*.
- (4) When the accent falls on the second syllable of a two-syllable word, or when the word has only one syllable, the final consonant is usually doubled; e.g., *occurred, instilled, dragged, etc.* When the accent falls on the first syllable of a two-syllable word the final consonant is not usually doubled, e.g., *limited, opened, frightened, etc.*

Draw attention to the many prefixes appearing in this unit; e.g., *in, en, dis, de, con, ob*. Review again the fact that in the Latin prefix *ad*, the *d* often is changed to the first letter of the stem, as in *accomplish* and *arranged*. In *omit*, the prefix *ob* has been shortened to *o*, as in *obey*.

Note the long *e* sound for *ea* in *disappear* and *increased*, and the long *a* sound for *ai* in *obtained*. Underline the *qu* in *conquered*, and stress that it is pronounced as a *k*.

The silent *e* in root word endings usually makes the preceding vowels long; e.g., *inquire, close, continue, include, enclose, and arrange*. Impress upon students, however, that English is never consistent. An exception to this principle is *deserve*.

Good spellers may be interested to discover that *continued* and *obtained* are both derived from the Latin root *tenere*, meaning to hold. The words *close, including, and enclosing* are all derivatives of the verb *claudere*, meaning to shut up. Also, *conquer* and *inquire* are both from the Latin *quaerere*, to seek or ask.

Doing the Exercises

Ex. 1. a: disappeared, omitted, controlled, deserved, inquired, closed, accomplished; b. including — include, enclosing — enclose; c. conquer, continue, limit, obtain, increase, arrange.

Ex. 2: III — disclose, discontinued, precluded, unlimited, reappear, decreased.

Ex. 3. a: remit, admit, transmit, commit, permit, submit, etc.; b. quir; require, acquire; c. box *tain*; retained, contained, pertained, attained, sustained, etc.

Ex. 4. a: close; verb – clōz, other parts of speech – clōs; b. accomplish, arranged; accomplishment – a completed task, arrangement – a plan or a display.

Ex. 5. a: control; b. limited; c. accomplish; d. deserve; e. conquered; f. arranged.

Ex. 6. a: I inquired carefully regarding the man's disappearance. b. William was not the first to conquer the island of Britain; c. High walls and a moat enclosed the fort; d. The commanding officer arranged to have the besieging force increased.

Dictating the Words

The following sentences may be used at your discretion either to supply context for the words or for dictation as complete sentences.

1. They *obtained* control of the territory.
2. He *limited* his purchase and *arranged* for a loan.
3. He *continued* to *accomplish* the necessary work.
4. Please *inquire* if they are *including* an extra dozen.
5. The noise *increased* close to the house.
6. I did not *omit* your name, but your invitation did *disappear*.
7. They *deserve* honour for they *conquered* the foreign capital.
8. I am *enclosing* a catalogue to describe our product.

FOR POOR SPELLERS

1. Write
 - a. the words in which *ea* has the long *e* sound. (disappear, increased)
 - b. the two verbs that double the last consonant when *ed* is added. (omit, control)
 - c. the words with the prefix *in*. (inquire, increased, including)
 - d. the words with the prefix *ob* or a modified form of it. (omit, obtained)
 - e. the words that contain the *qu* combination. (conquered, inquire)
2. a. Which verb cannot have an object? (disappear; all others can)
b. Which verbs have a corresponding noun in the same form as the present tense of the verb? (control, limit, increase, close)
c. Write the verbs whose corresponding nouns are *omission*, *conquest*, *inquiry*, *enclosure*. (omit, conquered, inquire, enclosing)
d. Write *deserve*. Form at least three new verbs by changing the prefix. (conserve, preserve, reserve, etc.)
3. Replace the verbs in the following sentences with verbs from the list:
 - a. The army subdued the rebels. (conquered)
 - b. He cannot manage the frisky colt. (control)
 - c. They procured many new models. (obtained)
 - d. Please shut the door. (close)
 - e. The sun will vanish below the horizon. (disappear)

4. *A Puzzle*

I N — — — — —	(inquire)
— — — — I N — —	(obtained)
— — — — I N — — —	(continued)
I N — — — — I N —	(including)
— — — — — I N —	(enclosing)
I N — — — — — —	(increased)

5. *Riddles*

- a. My root word is a fold. (increased – crease)
- b. My last syllable is a tasty fruit. (disappear – pear)
- c. My first and last letter are consecutive in the alphabet. (conquered)
- d. My root word is a place where cattle graze. (arranged – range)
- e. My last syllable is a homonym for a group of singers. (inquire – choir)

FOR GOOD SPELLERS

1. a. Write *precede*. Write the root word and give its meaning. List two other words you have taken this year from this same root. (*cedere*, to move; proceed, necessary)
b. Write *substitute*. Add a suffix and use the word correctly in a sentence. (substitution; a replacement)
c. Write *awakened*. Write the present tense of this verb and the adjective and noun related to it. (awaken; awake, awakening)
2. Replace the prefixes of each of the following verbs to make as many new verbs as possible: *precede*, *deserve*, *including*, *substitute*. (recede, accede, intercede; preserve, conserve, reserve; concluding, excluding, precluding; institute, constitute)
3. Answer each of the following questions and write another word from the list derived from the same root as your answer. For example:
What do you call someone who rents land or accommodation?
(tenant, obtained)
 - a. What do you call a long line of cars or people at a funeral?
(procession, precede)
 - b. What is a synonym for remove?
(eliminate, limited)
 - c. What do the stripes on a non-commissioned officer's uniform show?
(rank, arranged)
 - d. What is the name of a set of laws or rules for a country or society?
(constitution, substitute)
4. Use other words for each of the underlined word or groups of words:
 - a. The air in the room was very close. (stuffy, stale)
 - b. It was a limited company. (a company with shareholders)
 - c. Hard work must precede success. (come before one can succeed)
 - d. The seeds awakened in the warm spring rain. (germinated, began to sprout or grow)
 - e. He conquered his fear of the water. (overcame his terror)

5. You purchased an article from a catalogue and when it arrived there were some parts missing. Write a business letter to the company about the matter.

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: conquered

MOST COMMONLY MISSPPELLED WORDS REPEATED FROM EARLIER BOOKS: disappear (5), control (6), close (3)

c. Write obtained. Box the stem of obtained. Form two additional verbs by substituting other prefixes for ob.

4. a. Write the single word which can be used as a verb, an adjective, an adverb, and a noun. How does the pronunciation vary for the different parts of speech?

b. Which words have a modified form of the prefix **ad**? Make nouns from these verbs by the addition of suffixes to the stems. What do the nouns mean?

5. Substitute a word from the list for each of the words in bold type:

- to **regulate** prices.
- restricted** to families with children.
- complete a set task.
- be **entitled** to higher marks.
- overcame** all difficulties.
- settled **beforehand** the order of the march.

6. Rewrite the following sentences, using forms of verbs in the list to express the ideas contained in the nouns in bold type. E.g., **The boy's omission** was very important would become **The boy omitted something** very important.

- I made a careful inquiry regarding the man's disappearance.
- William was not the first **conqueror** of the island of Britain.
- The **enclosure** was formed by the high walls and a moat around the fort.
- An increase in the besieging force was arranged for by the commanding officer.

REMEMBER: A word of two syllables ending in a consonant preceded by a short vowel usually doubles the final consonant before an ending or a suffix beginning with a vowel. This is most often true when the accent falls on the second syllable, e.g., **omit**, **omitted**.

ANOTHER REVIEW

severe	develop	broad	Winnipeg	omit
description	argument	describe	formerly	quiet
clothes	comfortable	diamond	lightning	seize
peculiar	funeral	mystery	conquered	deserve
inquire	disappear	listening	horrible	it's

Pay particular attention to the words in your personal spelling list. Some of them may be included in this unit.

1. Write

- a. the word which begins and ends with the same letter.
- b. the two words which begin with l and end in ing.
- c. a related noun and verb which appear in the list.
- d. a word which ends in able and one which ends in ible.

2. a. From the list select appropriate adjectives to modify the following nouns: clothes; night; boulevard.

- b. Use **diamond** as an adjective in a sentence also containing the word **mystery**.
- c. Use **omit** as part of the predicate in a sentence which has **description** as the object.
- d. Write a sentence about the reward you think the first man to land on Mars **deserves**.

3. Write the questions to which the following supply the answers:

- a. Yes, **lightning** could strike twice in the same place.
- b. There were very few people at Mr. Green's **funeral**.
- c. Yes, the Spaniards **conquered** the Inca empire.
- d. No, I'm sorry but I was not **listening** to the radio.
- e. I'm quite **comfortable**, thank you.
- f. I don't think the punishment was **severe**.

SUGGESTIONS FOR TEACHERS, UNIT 24

Teaching the Words

Introduce the words to pupils as if they were new words. Dictate all the words in the review list and any words from previous units that have given difficulty to your class. Have these checked first by the pupils and then re-check them carefully yourself to ensure that no error is overlooked. Eliminate from further study words that all pupils spelled correctly. Excuse from further re-teaching any pupils who had perfect scores on this dictation and have them proceed with the exercises "For Good Spellers". Include them in the last dictation to ensure mastery and retention.

Re-teach the words that were misspelled, stressing particularly those structural parts that caused difficulty. Eliminate from re-teaching those words spelled correctly by all pupils after each dictation. Continue dictating and re-teaching until almost all have mastered the words. Do not hold back the whole class for one or two poor spellers. Keep a record of those words that were repeatedly misspelled and include them in subsequent units as review words.

Note the words that begin with the prefix *de*: *description* and *describe* from the same root word, *develop*, and *deserve*. Underline the *ible* ending of *horrible*, and the *able* ending of *comfortable*. Note words that have a syllable break between two vowels, each vowel having a separate sound, as in *peculiar*, *diamond*, and *quiet*. Divide these into syllables on the chalkboard and mark the vowels as long or short.

Several words have particularly difficult parts, and these could be emphasized by writing them in capital letters on the chalkboard; e.g., argUment, brOAd, diAmond, mYstery, listENing, lighTNing, omiT, sEIze, formERly.

Have the pupils say misspelled words aloud, and insist on careful enunciation in such words as *description*, *describe*, *peculiar*, *disappear*, *funeral*, *diamond*, *mystery*, *listening*, *formerly*, *lightning*, and *quiet*.

Doing the Exercises

Ex. 1. a: diamond; b. lightning, listening; c. description, describe; d. comfortable, horrible.

Ex. 2. a: comfortable, peculiar; quiet; broad, quiet; b. Accept reasonable examples; e.g., The disappearance of the diamond necklace was a mystery. c. Accept reasonable examples; e.g., Do not omit the description in your paragraph. d. Accept reasonable examples.

Ex. 3: Accept reasonable examples; e.g.,

- a. Can lightning strike twice in the same place?
- b. How many people were at Mr. Green's funeral?
- c. Did the Spaniards conquer the Inca empire?
- d. Did you hear the news broadcast?
- e. Are you comfortable there?
- f. How would you describe his punishment?

Ex. 4: Accept reasonable examples.

Ex. 5. a: it's; b. listening; c. deserve; d. disappear; e. broad.

Ex. 6. a: (i) am omitting, (ii) have disappeared, (iii) were seizing or were seized, (iv) is listening, (v) are describing or are described; b. (i) broadly, (ii) quietly, (iii) formerly, (iv) peculiarly; c. (i) shall or will inquire, (ii) shall or will seize, (iii) shall or will develop, (iv) shall or will deserve.

Ex. 7. a: Accept reasonable examples; b. horror, horrify, horribly; c. a flash of lightning; d. It's Winnipeg.

EXTRA HELP

These exercises may be used during the re-teaching period after the second dictation for those pupils who need more practice. Select only the ones your class needs.

Ex. 1. a: (i) funeral, (ii) clothes, (iii) lightning, (iv) diamond; b. argument, description, development, conquest, seizure; c. individual, uncommon, etc.; still, silent, etc.; wide; d. Accept reasonable examples.

Ex. 2: (i) horrible, (ii) listening, (iii) description, (iv) envelope, (v) electric bulb.

Ex. 3. a: Accept reasonable interpretations; b. quiet, seize, disappear, conquered; c. Win'ni-peg; d. it's.

Ex. 4. a: comfortably; the *e* is dropped; b. Accept reasonable answers.

FOR GOOD SPELLERS

Ex. 1. a: doublet, pantaloons, cocked hat, bonnets, etc. b. cap, cape; stockings, socks; etc.; c. Toronto - Huron, "place of meeting"; Niagara - Huron, "thunderer of waters", or Iroquois, "connecting water"; Ottawa - from *adawe*, meaning "to trade"; Chilliwack - from *chill-a-whaak*, "valley of many waters"; Gananoque - "rocks rising out of the water"; Kamloops - "meeting of the waters"; Kelowna - "grizzly bear"; Minaki - "beautiful country".

Ex. 2. a: high, deep, long; b. they've, must've, should've, could've, won't, shan't; c. seas, sees, c's; please, trees, parties, teas, etc.

Ex. 3. a: fortitude - strength, fortify - to strengthen, fort - a well-armed place, fortress - a place of security, forte - a strong point, comfort - to strengthen, effort - strong exertion, etc.; b. mystery - a type of drama in the Middle Ages, the characters and events of which were drawn from sacred history; c. vanquished, subdued, overcame, etc.

Ex. 4. a: sensible, terrible, credible, edible, possible, etc.; b. desert - what one deserves or merits, either reward or punishment; c. unrelated; choir.

Ex. 5: Check the descriptions for accurate spelling.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME IN BOOK 7: severe, description, develop, argument, describe, diamond, formerly, lightning, conquered

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: clothes (3, 5), disappear (5, 6), quiet (5, 6), it's (4, 5)

4. Write

- the title of a book beginning **The Mystery** . . .
- a sentence telling something you know about **Winnipeg**.
- an exclamation beginning with **seize**.
- a slogan about spelling power which begins with **develop**.
- an imperative sentence using the verb **inquire**.

5. Which word in the list is

- the contraction for **it is**?
- a form of the verb **listen**?
- a verb formed from the root **serv**?
- the antonym of **appear**?
- an adjective meaning **wide**?

6. a. Complete the following verb phrases with the correct form of the verb in parenthesis:
(i) am (omit), (ii) have (disappear), (iii) were (seize),
(iv) is (listen), (v) are (describe).

b. Write each of the following adjectives followed by the corresponding adverb:
(i) broad, (ii) quiet, (iii) former, (iv) peculiar.

c. Write the future tense of each of the following verbs:
(i) inquire, (ii) seize, (iii) develop, (iv) deserve.

7. a. Use **argument** in a sentence about **clothes** making the man.

b. Write **horrible** and the related noun, verb, and adverb.

c. Write **lightning**. In a sentence tell which reaches you first, the flash of the lightning or the roar of the thunder.

d. Using **it's** at the beginning, answer the following question:
What city is the capital of Manitoba?

FOLLOW THE STUDY STEPS ON PAGE 5 IN
RE-LEARNING THE REVIEW WORDS.

Extra Help

1. a. Write the word from the list which you might associate with (i) death, (ii) style, (iii) summer storm, (iv) mining.
b. Write each of the following words and after it write a noun which is related in origin:
argue describe develop conquered seize
- c. Write **peculiar**, **quiet**, **broad**. Use each word in a phrase or sentence which shows the meaning clearly.
d. Write **severe**. Use **severe** in a sentence regarding illness.
2. Examine the following sets of words. Write the one word in each set which does not belong, and after it write **omit** to indicate that it should be deleted from the set.
 - (i) terrible, terror, horrible, terrify.
 - (ii) audience, audible, listening, auditorium.
 - (iii) describe, prescribe, inscribe, description.
 - (iv) develop, development, envelope, developing.
 - (v) lightning, lighting, flashlight, electric bulb.
3. a. Write **deserve**. Comment in a sentence on the statement, "Every man gets what he deserves out of life."
b. Write synonyms for **still**, **grab**, **vanish**, **vanquished**.
c. Write **Winnipeg**; separate **Winnipeg** into syllables, and indicate where the accent falls.
d. Which word in the list is a contraction of two words?
4. a. Write **formerly** and **comfortable**. Remove the suffix from one and add it to the other. What effect has the suffix on the last letter of **comfortable**?
b. Write a notice instructing new students in the school to inquire at the principal's office or classroom.
c. Write a newspaper headline about a **mysterious** theft of clothes.

For Good Spellers

1. a. Write the names of three articles of clothing once in common use and no longer worn except as parts of historical costumes.

b. Words like **skirt** and **shirt** are called doublets because they are really forms of the same word. Find and write at least one other set of doublets which are names of clothing.

c. **Winnipeg** is said to be derived from two Indian words meaning **Muddy Water**. Name three other Canadian cities with Indian names. What do these names mean?

2. a. **Broad** is descriptive of one dimension. List at least three other adjectives indicative of dimension.

b. Write the correct contractions for: they have, must have, should have, could have, will not, shall not.

c. Write the homonyms of **seize**. Write two other words that rhyme with **seize**, but spell the rhyming syllable differently.

3. a. The root **fort** in Latin means **strong** or **brave**. List five or six English words which share the root, and explain the relationship between the meaning of the root and the current English meaning of the derived words. A good dictionary will help you.

b. Use the dictionary to help you explain what a **mystery play** is. Note: it is not a **crime drama**!

c. Write at least three synonyms for **conquered**.

4. a. Write at least three adjectives which end in **ible** like **horrible**.

b. Find the noun related to **deserve**. Use it in a sentence to show its meaning clearly.

c. Look up **quire**. In what way, if any, is it related to **inquire**? What is the homonym of **quire**?

5. Write a description of a peculiar person you met in the lane the other night. Tell what he was wearing, what his face was like, what he said, if anything, and the impression he left you with when suddenly he seemed to disappear into thin air.



Proof-read your story carefully for spelling and usage.

ABLE—A VALUABLE SUFFIX

movable	available	valuable	
dependable	fashionable	honourable	considerable
respect	accept	desire	avoid
comfortable	disagreeable	receive	patent
profitable	suitable		

The suffix **able** is still making new words. It is now most commonly used to form adjectives from verbs. Recent formations such as **employable** are based on older examples like those in the list.

1. Write the adjective formed from the verb which means **quarrel** or **differ**; **estimate**; **respect highly**.
2. a. Write the adjectives the stems of which ended in **e** before the suffix was added.
b. Write the adjectives the stems of which ended in a consonant before the suffix was added.
3. a. Write **accept** and **respect**. Use the suffix **able** to form adjectives from **accept** and **respect**.
b. Use these adjectives to modify **profit** and **fashion** respectively.
c. Write **desire** and **receive**. Form adjectives from these words by adding the suffix **able**. Note the effect of the suffix on the silent **e** of the original verb.
d. Use the adjectives derived from **desire** and **receive** in sentences or phrases containing **comfort** and **accounts** respectively.
4. a. Write a two-line classified advertisement regarding a **valuable** ring which you have either lost or found.
b. Write an advertisement seeking a **dependable** messenger boy for a drug store. He must be **available** for work from 5 to 7 every evening.

SUGGESTIONS FOR TEACHERS, UNIT 25

Teaching the Words

The introductory section in the pupil's text supplies sufficient introduction to the unit, and the exercises provide much of the teaching material. However, other similarities in the words should be noted and drawn to the pupil's attention during the initial presentation.

A study of prefixes offers an interesting approach. For example, the two words *available* and *accept* have the prefix *ad* modified to *a* and *ac*; *depend* and *desire* have the *de* prefix; *respect* and *receive* have the *re* prefix; *comfortable*, *profitable*, and *disagreeable* also have prefixes.

For all words in the list, have pupils make two columns – for the root verb and for the derived adjectives; e.g., *move*, *movable*; *depend*, *dependable*; *respect*, *respectable*; etc. Note the root words that drop the *e* when the suffix *able* is added. Draw particular attention to the fact that no *e* is dropped in *disagreeable* as the long *e* sound is spelled *ee*, and the *a* is pronounced in the last syllable.

Good spellers might be interested in keeping parallel lists of *able* and *ible* words. Often the suffix is related to the conjugation of the original Latin verb from which the word is derived. Most *able* words are derived from the first-conjugation verbs, the stems of which end in *a*. The *ible* words come from second-, third-, and fourth-conjugation verbs, the stems of which end in *e* and *i*. Examples are *navigable* and *horrible*, *portable* and *flexible*. There are, however, exceptions to this principle. *Movable* is derived from a second-conjugation verb, *movere*, to move.

Note the vowel combination *ai* with the long *a* sound in *available*, *ui* with the long *u* sound in *suitable*, and *ei* with the long *e* sound in *receive*. Point out that *honourable* is also spelled *honorable* in many reputable dictionaries, and this must be accepted as an alternative spelling.

Doing the Exercises

Ex. 1: *disagreeable*; *valuable*; *honourable*.

Ex. 2. a: *movable*, *disagreeable*, *valuable*; b. *dependable*, *comfortable*, *profitable*, *available*, *fashionable*, *suitable*, *honourable*.

Ex. 3. a: *acceptable*, *respectable*; b. *acceptable* profit, *respectable* fashion; c. *desirable*, *receivable*; d. *desirable* comfort, *receivable* accounts.

Ex. 4. a, b: Accept reasonable answers; c. The Honourable John Jones.

Ex. 5. a: *move*; *remove*; *movement*; accept reasonable examples; b. box *pend*; *impend*, *appendix*, *pendant*, *pendulum*, etc.; c. *inspect*, *prospect*, *suspect*, *spectacle*, *aspect*, etc.; underline *spect*; d. *i* before *e* except after *c*; e. Latin, *re* – again, *capere* – to take.

Ex. 6. a: *opposite*; b. *honorable*; c. both from Latin verb *capere*; *acceptable*; d. box *com* and *able*, underline *fort*; *fortify*.

Ex. 7. a: *unsuitable*, *unavailable*, *uncomfortable*; *opposite*; b. *dishonourable*, *disrespect*.

Dictating and Re-teaching

Dictate the words clearly, but do not emphasize the *able* endings. Have pupils mark their own papers, but check them quickly yourself to be sure no errors have been missed.

Re-teach to overcome the errors. Stress the spelling of words that drop the *e* when the suffix *able* is added, and note that *available* has the single *a* prefix, but *accept* has the prefix *ac*. Underline *shion*, pronounced *shun*, in *fashionable*, and the syllable *u* pronounced long in *valuable*.

FOR POOR SPELLERS

1. Write
 - a. words that have the prefix *de*; (*dependable, desire*)
 - b. words that end in two consonants; (*respect, accept*)
 - c. verbs that end in silent *e*; (*desire, receive*)
 - d. the word that begins with a consonant blend. (*profitable*)
2. Substitute a word from the list for each of the underlined words or groups of words:
 - a. He will get a great deal of esteem. (*receive, respect*)
 - b. His unpleasant task was not worthy of high respect. (*disagreeable, honourable*)
 - c. The trustworthy worker bought several precious gems. (*dependable, valuable*)
 - d. We wish a house that is suitable for our needs and in style. (*desire, comfortable, fashionable*)
3. a. Write *receive*. Replace the prefix with two other prefixes to make new words. (*perceive, conceive, deceive, etc.*)
b. Write *movable*. Add a prefix to make a word meaning the opposite. Look in your dictionary to find what change was made in this prefix. (*immovable; in was modified to im*)
c. Write *valuable*. Replace the suffix to make a noun that means *the estimated worth of something*. (*valuation*)
d. Write *available*. Underline the root word. Add a prefix to the root to make a new word. (*underline vail; prevail*)
4. a. Change the last two letters of this word to *gn* and you have a word that means *a pattern*. (*desire – design*)
b. Drop the suffix and you can wear it. (*suitable – suit*)
c. Change the last two letters to *pt* and you have a form acknowledging payment. (*receive – receipt*)
d. Substitute *ex* for the prefix and you make a preposition. (*accept – except*)
5. a. List all words alphabetically that begin with the letters from *a* to *k*. (*accept, available, comfortable, dependable, desire, disagreeable, fashionable, honourable*)
b. Write words from the list that have the same root as each of the following: *pendulum, agreement, consider, motion, species*. (*dependable, disagreeable, desire, movable, respect*)

FOR GOOD SPELLERS

1. a. Write *avoid*. Use your dictionary to find the original meaning of this word and its modern meaning. (to empty; to shun or keep away from)
b. Write *patent*. Find in your dictionary two very different meanings for this word. Write sentences to illustrate these meanings. (the privilege or right granted to one to make, use, or dispose of a new discovery or invention; a type of leather; obvious, as a patent falsehood, absurdity, etc.)
2. a. The word *valuable* has a root ending in *ue*, but the *e* is dropped when a suffix is added. List three other words that are similar. (argue, true, pursue, subdue, continue, etc.)
b. Replace the prefix of *avoid* with another prefix to make a new word. Use the new word correctly to show its meaning. (devoid; destitute or completely without)
c. Write at least three other words that have the same root as *movable*. (remove, motion, emotion, motive, moment, promote, etc.)
3. a. Name at least four articles commonly made of patent leather. (purse, shoes, belt, key case, wallet, etc.)
b. Three of the verbs in this complete unit may be also used as nouns. Write the nouns related to each of the other verbs. (acceptance, receipt, avoidance)
c. In most of the words in this unit, *able* is a suffix on a root word. List three examples of words ending in *able* when it is not a suffix. (table, cable, sable, fable, gable, etc.)
d. List the nouns related to each of the following: *considerable*, *valuable*, *dependable*, *honourable*. (consideration, valuation, dependability, honour)
4. a. List things that would be suitable to take to the opera, the beach, a ball game, church. (opera glasses, libretto, etc; towel umbrella, bathing-suit, etc.; blanket, sunglasses, etc.; hymn book, Bible, collection, etc.)
b. Name an article that would be valuable to each of the following in his profession: dentist, dressmaker, hairdresser, motel owner. (drill, pick, X-ray, etc.; sewing-machine, scissors, etc.; shampoo, hair drier, rubber gloves, etc.; linens, T.V. sets, etc.)
c. Explain the term "patent medicine". (a medicine, the trade name of which is patented)
d. Write a suitable noun after each of the following adjectives: *disagreeable*, *fashionable*, *profitable*, *considerable*, *avoidable*; e.g., a disagreeable taste. (accept reasonable examples)
5. Write an advertisement for a housing development company inviting people to invest money in their company, which builds modern homes.

MOST COMMONLY MISSPELLED WORD REPEATED FROM EARLIER BOOKS: receive (5, 6)

c. Write the title given Mr. John Jones, a member of the provincial cabinet.

5. a. Write **movable**. What is the root word? Form a verb from the root by adding the prefix **re**, and a noun by using the suffix **ment**. Use the verb and **movable** together to show the meaning of both words.

b. Write **dependable**. Box the root of **dependable**. Use familiar prefixes and suffixes to derive at least three additional words having the same root.

c. Write **respect**. The root **spect** has given rise to many English derivatives. List at least four of these, underlining the root in each word.

d. Write **receive**. Circle **ei**. Explain the order of the letters in the combination **ei**.

e. Write **receive** again. The dictionary will help you trace the long and devious history of the root **ceive**. A clue is the relationship of **receive** to **receipt**, **recipe**, and **accept**.

6. Write

- disagreeable**. What is the effect of the prefix?
- honourable**. Use the dictionary to find an alternative spelling.
- accept**. Note the relationship with **receive**. Form an adjective from **accept** by adding a suffix.
- comfortable**. Box the prefix and the suffix, and underline the root. Make a word by adding **ify** to the root.

7. a. To **suitable**, **available** and **comfortable** add the prefix **un**. How does this alter the meaning of these words?

b. Write **honourable** and **respect**. Add a prefix to each to give them the opposite meaning.

REMEMBER —————

The study steps on page 5 are **valuable** and **dependable** aids to correct spelling!





punished	court
pardon	documents
innocent	crime
scale	swear
decision	capture
civil	balance
	justice
guilty	absolute
condemn	warrant

1. a. What figure does the picture represent?
 b. What is the figure holding?
 c. What is another name for this instrument?
2. a. What does the judge preside over?
 b. What is the equivalent of **not guilty**?
 c. What might be granted to a man who was unjustly judged guilty of a crime?
3. a. What is the role of the police in the control of crime?
 b. What kind of court case would you have to settle a dispute regarding the ownership of land?
 c. What might be produced in evidence in such a case?
 d. What word from the list is used to indicate the conclusion reached by the judge?

SUGGESTIONS FOR TEACHERS, UNIT 26

Introducing the Words

Many of the words in this unit will be unfamiliar to the pupils, as justice and law are related to adults' experience rather than to children's. To introduce the words in context, you might use exercises 1, 2, and 3 for an oral discussion, or, if you prefer, a current or historical community event related to the topic might be used. It is important that pupils understand the meanings of these words and be able to relate them to real life.

Teaching the Words

None of these words is among those most commonly misspelled. However, some structural similarities enable the words to be grouped and the specific combinations that might cause difficulty to be emphasized.

Group the words with the soft *c* sound and those with the hard *c*: *innocent, decision, civil, balance, justice; scale, court, documents, crime, capture*. Note the prefix *in* causing the double *n* in *innocent*. Relate *decision* to *decided* from an earlier book.

The Roman Empire was famous for its code of laws; hence many English words related to law are derived from Latin. *Civil* is derived from the Latin root *civis*, meaning citizen, so its meaning is usually related to municipal or private rather than criminal affairs; relate *civil* to *civic* from Book 6. *Balance* is interesting because it comes from two Latin words *bis* – double, and *lanx* – dish. This referred to the instrument for weighing objects illustrated in the text. *Justice*, directly derived from the Latin word *justus*, means that which is just and right.

Note the long vowel followed by a single consonant and silent *e* in *scale, capture, and crime*.

List the remaining words, *punished, pardon, and swear*. Stress the *on* ending in *pardon*, as the *o* is silent and only the *n* is pronounced – *par'dn*. In *swear*, the *ea* has the long *a* sound as in *bear, break, great, etc.*

Doing the Exercises

Answers in Exercises 1, 2, and 3 should be taken from the list.

Ex. 1. a: justice; b. balance; c. scale.

Ex. 2. a: court; b. innocent; c. pardon.

Ex. 3. a: capture criminals; b. civil; c. documents; d. decision.

Ex. 4. a: just, justly; b. a succession of musical notes arranged in order of pitch; thin overlapping plates that protect the skin of the sardine; to ascend or climb up; c. equal authority on each side; the remainder of the material; the sum on credit in an account at the bank; to keep one's weight equalized on a ladder.

Ex. 5. a: n. – seizure; v. – to take or seize by force; captive; b. doc

from *doceo*, to teach; doctrine, doctor, etc.; c. punishment, punishable; d. swore.

Ex. 6. a: swear; b. decision; c. balance; d. pardon; e. innocent; f. documents.

Ex. 7: Pupils should be encouraged to include words from the list whenever practical.

Dictation

Always dictate the words in context. Occasionally, if you have a better-than-average group of spellers, you may prefer to dictate short paragraphs or sentences, similar to the ones below. Be sure the other words included are within the spelling vocabulary of your class. Follow the procedure outlined previously for dictating sentences.

1. The written documents were presented in civil court to prove that the official was innocent. The decision to pardon him was immediately made.
2. After the capture of the men who were wanted for the crime, justice was carried out and they were punished with a long jail sentence.
3. I swear to tell the whole truth and nothing but the truth.

Keep a list of class errors made on the first dictation. Re-teach the misspelled words and include any other review words that proved difficult for your class. Dictate and re-teach until you are confident that most of the pupils are secure in the spelling of the words.

FOR POOR SPELLERS

1. From the list write
 - a. a verb in the past tense; (punished)
 - b. a plural noun; (documents)
 - c. two adjectives; (innocent, civil)
 - d. a verb meaning *to seize by force*. (capture)
2. Write from the list
 - a. the noun from the same root as *decide*; (decision)
 - b. three words beginning with consonant blends; (scale, swear, crime)
 - c. five words ending in silent *e*; (scale, crime, capture, balance, justice)
 - d. two words that have the long *u* sound. (documents, capture)
3. Answer each of the following with a word from the list:
 - a. What are important papers often called? (documents)
 - b. What must you do before you give evidence in court? (swear to tell the truth)
 - c. What is the opposite of condemn? (pardon)
 - d. What do police try to prevent? (crime)
 - e. What can you play on the piano? (scale)
4. a. Write *civil*. Add a suffix to make a verb. (civilize)
b. Write the words beginning with a prefix. Underline the prefix in each case. (innocent, decision; underline *in*, *de*)

- c. Use the word *court* as three different parts of speech. (n. – a law court, a tennis court, etc.; adj. – court-yard, court-house, etc.; v. – to court someone or to woo or pay particular attention to someone)
- d. What does it mean to be *civil* to others? (courteous or well-mannered)

5. a. The last syllable of this word is not worth much. (*innocent*)
b. Subtract the first two letters and you have a dangerous weapon. (*balance* – *lance*)
c. Take off the first and last letters of this word and it shows possession. (*court* – *our*)
d. The last four letters of this word name a building. (*punished*)

6. a. List the one-syllable words alphabetically. (*court*, *crime*, *scale*, *swear*)
b. List the four words that begin with the same letter. (*civil*, *court*, *crime*, *capture*)
c. Write words that rhyme with each of the following but are spelled differently: *present*, *hair*, *sport*, *prevail*. (*innocent*, *swear*, *court*, *scale*)

FOR GOOD SPELLERS

- 1. a. Write *guilty*. Write the noun related to this adjective. What letter is silent in both words? (*guilt*; *u*)
b. Write *condemn*. Look in your dictionary to find the meaning of this verb. Add a suffix to make a noun. What change does this make in pronunciation? (to pronounce *guilty*; *condemnation*; the *n* is pronounced, and the accent shifts to the suffix)
c. Write *absolute*. What is the meaning of each of the following: *absolute* truth, *absolute* rule, *absolute* beauty? (unconditional or complete; unlimited; perfect)
d. Write *warrant*. In your dictionary, find another word from the same root that can be a synonym for *warrant*. (guarantee – Old French *warantir* became *guarantir* in French)
- 2. a. Write the verb that is related to the adjective *absolute*. Use it correctly in a sentence to show its meaning and write a synonym for it from the list. (*absolve*; to set free; *pardon*)
b. Replace the initial consonant of *balance* and use the new word in a sentence to show its meaning. (*valance* – a narrow drapery to hang from the edge of a table, bed, etc., or across the top of a window)
c. Write at least three other two-syllable words having a double consonant followed by *ant*, such as *warrant*. (*gallant*, *currant*, *pennant*, *appellant*, etc.)
- 3. a. Many compound words are made by joining *court* with a hyphen to another word. Write two examples of this. (*tennis-court*, *court-martial*, *law-court*, etc.)
b. What is meant by each of the following: (i) I *swear* by this

recipe; (ii) He will *swear off* smoking? ((i) have confidence in; (ii) promise to stop)

- c. Replace the prefix of the word *absolute* to make two new words and write their related nouns. (resolute, resolution; dissolute dissolution)
- d. Write at least three words from the same root as *capture*. (captive, captivate, captor, capable, accept, etc.)

4. a. List some documents that might be used as evidence in court. (deeds, letters, promissory notes, wills, certificates of birth or marriage, etc.)

b. There are actually three separate meanings for the word *scale*, with two distinct derivations. The scale of a fish and the scale of a balance both come from a Teutonic word meaning bowl (*shell* comes from the same word; shells used to serve as bowls). The graded scale was derived from the Latin word *scala*, meaning a staircase or ladder. Explain how the present meaning of scale is related to the Latin meaning, and illustrate by several examples. (a means of ascent or anything graduated to be used as a measure or rule; e.g., scale on a plan or map; a scale of wages; a decimal scale; a musical scale; etc.)

c. *Civil* is often used to describe laws relating to the private rights of individuals and to legal proceedings in connection with them. List at least four other nouns with which *civil* is often used as a modifier. (liberty, engineer, marriage, rights, servant, service, war, etc.)

d. Describe briefly how a trial is carried out. (trial may be either by judge or by jury with a judge presiding; lawyers on both sides present their cases with evidence and witnesses; the jury or judge brings in the verdict; the judge passes the sentence if the suspect is guilty, or declares the prisoner free)

4. a. Write **justice**. Form an adjective and an adverb from the same root.

b. Write **scale**. Illustrate in sentences the following uses of **scale**: a musical **scale**, the **scale** of a sardine, to **scale** a wall.

c. Write **balance**. Show by using **balance** correctly that you understand the meanings illustrated: the **balance** of power, the **balance** of the material, a bank **balance**, to **balance** on the ladder.

5. a. Write **capture**. Show that **capture** can be used both as a noun and as a verb. Change the suffix to obtain a noun meaning **person taken prisoner**.

b. Write **documents**. The root of **documents** is the same as the root of **indoctrinate** and **docile**. Write **documents** again, and underline the root. Find the meaning of the root in the dictionary, and write another word derived from the same root.

c. Write **punished**. Drop the ending and substitute a suffix to make the related noun. Form an adjective by adding still another suffix.

d. Write **swear**. What is the past tense of **swear**?

6. Match the following definitions with words from the list:

- a. take an oath.
- b. formal judgment.
- c. the weighing of actions or opinions.
- d. forgive.
- e. sinless.
- f. writings that furnish evidence.

7. Imagine you are a lawyer defending a man who has been unjustly accused of taking part in a robbery. Write the plea to the jury, pointing out that your client is innocent, that he has no criminal record, that no one has been able to swear to his presence at the scene of the robbery, and calling on the jury to bring in a verdict of Not Guilty.

A MIXED BAG OF ADJECTIVES AND ADVERBS

apart	ancient	private	quite	particular
exact	beyond	extensive	there	primary
	complete	recent	coarse	all right
vacant	seldom	thus	wholly	ashamed

Remember that an adjective modifies a noun or pronoun; an adverb modifies a verb, an adjective or another adverb. Adverbs which modify verbs answer the questions **Where?** **When?** **Why?** **How?**

1. a. Which adverb in the list generally modifies an adjective or another adverb?
 b. Which three adverbs answer the question **Where**?
 c. Which word in the list may be used as a preposition?
 d. In a phrase use an adverb from the list to modify **extensive**; use the same adverb to modify **recent**.

2. a. **Primary** is derived from Latin **primus**, first. Write **primary** in a context that illustrates its present meaning. Write another word derived from **primus** and retaining some of its original meaning of **first**.
 b. Use appropriate words from the list to modify the following words: grain, cost, offence, publication.
 c. Use **extensive** in a sentence to describe the amount of repair work that must be done on a building.

3. Change the meaning of the following by substituting a word from the list for the word in bold type:
 - a. The cake had a **very fine** texture.
 - b. The accused man returned a **vague** reply to the question.
 - c. The art of writing was developed in **modern** times.
 - d. The principal said that the plan was **not satisfactory**.

SUGGESTIONS FOR TEACHERS, UNIT 27

Teaching the Words

The title gives the pupils the necessary clue to the content of the unit, and the first logical step would be to list the words as adjectives or adverbs. Exercise 1 provides a study of the adverbs in the list and might be done orally. Some of the pupils may suggest that *beyond* is sometimes used as a noun to mean *the hereafter*.

Proceed to examine the words for those parts that might prove difficult, or that you know from experience need special stress.

Each of the adjectives *exact*, *extensive*, and *complete* is formed by adding a prefix to the root word. Note that *i* in *extensive* is short in spite of the silent *e* ending. *Complete* has the first *e* long with the silent *e* ending, as in *scene*, *these*, and *here*. In *private*, underline the *ate* ending, pronounced *it*, and in *particular*, the *ar* ending pronounced *ĕr*. *Complete*, *coarse*, and *particular* all have *c* with the *k* sound. *Recent* has a soft *c*, and *ancient* has *ci* with the *sh* sound. This *ci* combination in *ancient* must be particularly stressed as it is an exception to the rule *i* before *e* except after *c*.

For enrichment, have good and average spellers make lists of *ive* words — *retentive*, *subjective*, *objective*, *preventive*, *inventive*, *presumptive*, etc. — and words ending in *ate* — *proportionate*, *activate*, *hesitate*, *imitate*, etc.

Ensure that pupils understand the meanings of the adverbs by using them in context. Relate *apart* to *apartment*, a building where many families live separately. Stress the points where errors are often made in *quite* and *there* but do not suggest difficulties to pupils. The silent *e* on the end of *quite* makes *i* long. Remind pupils that *there* refers to a place, and point out the similarity in spelling to *here* and *where*. Emphasize that *all right* is made of two separate words, *all* and *right*.

Even at this grade level, pupils may have difficulty using *there* and its homonym *their* correctly. Stress the meaning and spelling of the adjective *coarse* in context. Note that its homonym, *course* (Book 5), is usually a noun but may also be a verb. Interesting clues for poor spellers are *a* in the adjective *coarse*, and *ou* in the noun *course*.

Doing the Exercises

Ex. 1. a: *quite*; b. *there*, *apart*, *beyond*; c. *beyond*; d. *quite extensive*, *quite recent*.

Ex. 2. a: e.g., *primary purpose*, *primary grades*, etc.; *primitive*, *primate*, *primrose*, etc.; b. *coarse*; *exact*; *recent*, *particular*, or *primary*; *recent*, *complete*; c. Accept reasonable examples.

Ex. 3. a: *coarse*; b. *exact*; c. *ancient*; d. *all right*.

Ex. 4: Accept reasonable answers.

Ex. 5. a: *particularly*, *exactly*; b. *box com*, underline *plete*; *replete* — *filled to capacity*; c. underline *act*; *enact*, *action*, *transact*, *actor*, etc.

Ex. 6. a: recent, ancient; b. there, coarse; c. all right.

Ex. 7: This exercise might be used in a language lesson rather than during a spelling period, where time often does not permit pupils to do interesting research for a creative assignment such as this.

Re-teaching

Four of the words in the list are review words that are among the words commonly misspelled. Use coloured chalk or capital letters to emphasize the *ete* in *complete*, the *ite* of *quite*, and the *ere* of *there*. Pupils must also remember the *ci* in *ancient* and the *oa* in the adjective *coarse*.

Use the exercises "For Poor Spellers" during the re-teaching to give additional practice with the words. Be sure the pupils keep their lists of words they have misspelled up to date, and keep your own record of frequent class errors, so these may be included as review words from time to time.

FOR POOR SPELLERS

1. Write words from the list that
 - a. end in silent *e*; (*complete*, *private*, *extensive*, *quite*, *there*, *coarse*)
 - b. have *c* pronounced as *k*; (*exact*, *complete*, *coarse*)
 - c. begin with the prefix *ex*; (*exact*, *extensive*)
 - d. have the long *i* sound. (*private*, *quite*, *primary*, *all right*)
2. Write a word from the list that
 - a. has four syllables; (*particular*)
 - b. rhymes with *force* but is spelled differently; (*coarse*)
 - c. has a long *e* sound in the root word; (*complete*)
 - d. has the consonant *y*. (*beyond*)
3. Write adjectives from the list, and where possible add a suffix to make the corresponding adverb. (*exact* – *exactly*, *ancient*, *complete* – *completely*, *private* – *privately*, *extensive* – *extensively*, *recent* – *recently*, *coarse* – *coarsely*, *particular* – *particularly*, *primary* – *primarily*, *all right*)
4. a. Use *beyond* as a preposition in a sentence to tell how far the rocket went. (e.g., The rocket went beyond the moon.)
b. What word in the list could you substitute for each of the underlined: *tales of early Rome*, *personal affairs*, the *correct* amount, the *lowest* grades, a *special* request. (*ancient*, *private*, *exact*, *primary*, *particular*)
c. Write examples of *quite* as (i) an adverb modifying an adjective, (ii) an adverb modifying an adverb. (e.g., *quite tall*; *quite near*)
d. Write four compound words beginning with *there*. (*therefore*, *therein*, *thereafter*, *therefrom*, etc.)
5. *Some Riddles*
 - a. My last syllable is part of a play. (*exact* – *act*)

- b. Leave off my last letter and I stop completely. (quite – quit)
- c. My last four letters spell a girl's name. (primary – Mary)
- d. I always point out things. (there)

6. a. Write a sentence describing a recent event at school.
b. Use *complete* as a verb to begin an imperative sentence.
c. Ask a question to discover if it is all right to copy notes you missed when you were absent.

FOR GOOD SPELLERS

- 1. a. Write *vacant*. What part of speech is *vacant*? What sound has the letter *c* in this word? (adjective; *k*)
b. Write *seldom*. What part of speech is this word? Write a synonym for *seldom*. (adverb; rarely)
c. Write *thus*. Substitute another word or words for *thus* in each of the following: *thus* it is written; they did it *thus*; you did it, *thus* you must suffer. (so; in this manner; consequently)
d. Write *wholly*. Write the root word for *wholly*. Write the homonym for this adverb. (whole; holy)
e. Write *ashamed*. To what verb is this adjective related? Look in your dictionary to find the meaning of the prefix. (shame; *a* – used instead of the preposition *of* for emphasis)
- 2. a. Use *beyond* as three different parts of speech. (adverb – to go beyond; prep. – beyond the wall; n. – the great beyond)
b. Write the verb and the noun related to the adjective *vacant*. (vacate; vacancy, vacation)
c. Write antonyms for each of the following: *apart*, *complete*, *private*, *extensive*. (together, incomplete, public, intensive)
d. Write several adverbs, other than *quite*, that most often modify an adjective or other adverb. (rather, too, so, very, etc.)
- 3. a. Write as many two-syllable words as you can that end in *ond*. (diamond, despond, respond, second, abscond, etc.)
b. In the word *wholly*, the *w* is silent. List three other words that have the *wh* with the *h* sound. (who, whose, whoever, wholesale, etc.)
c. Write three words that end with the same syllable as *seldom*. (kingdom, earldom, wisdom, martyrdom, Christendom, etc.)
d. Look up the derivation of the word *ancient*. What letter is added to the French word to make the English word? (from the French *ancien*, originally from the Latin *ante*; the letter *t*)
- 4. a. What part of speech is the word *ashamed*? Where is it usually found in a sentence? What preposition usually follows it? (adjective; in the predicate after a copula verb; of)
b. Name at least three ancient civilizations, and tell one thing for which each was famous. (Accept reasonable answers; e.g., Greek – art and philosophy; Roman – law and order; Egyptian – architecture, engineering; Hindu – mathematics, etc.)

- c. Use another word or words for *coarse* in each of the following: *coarse* talk; *coarse* cloth; *coarse* mesh. (rude; rough; with large holes)
- d. *Beyond* may be used as an adverb or as a preposition. Write four other words that may also be used in this way. (near, over, across, through, etc.)

5. a. Write three nouns that the adjective *extensive* might modify. (repairs, damage, renovations, building, etc.)

b. Substitute a prefix for the first syllable of *vacant* to make the name of a musical term, and to make a verb meaning to publicly take back an opinion. (descant, recant)

c. Describe briefly an incident when you were very much ashamed of your own conduct.

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: complete (6), quite (4, 5), there (2, 3), all right (4, 5)

4. Answer the following questions with statements which begin **There is** or **There are**:

- a. How many students are there in your class?
- b. How many pupils are enrolled in your school?
- c. How many public parks are there in your community?
- d. Are there complete or incomplete sets of encyclopedias in your schools?

5. Write

- a. **particular** and **exact**. What adverbs are related to these words?
- b. **complete**. Box the prefix and underline the root. Form another adjective by substituting **re** for the prefix. Define the new word.
- c. **exact**. Underline the stem. Write two additional words derived from the same stem.
- d. **all right**. Be sure the words are separated.

6. Write

- a. a pair of adjectives one of which refers to the immediate past and the other to the distant past.
- b. two words which have homonyms.
- c. two words used as though they were one compound word.

7.



You are visiting the ruins of an ancient castle. As you stand and gaze at it, you seem to see the defenders of a former age defending it against an attacking force. Who are the defenders? Who the attackers? Who wins the battle? Write about the scene, the fight, or your own feelings. *Proof-reading is an important part of the final version of your story.*

ABOUT TRANSPORTATION

transportation	stationary	backwards	automobile
automatic	radiator	passengers	deliver
aviation	battery	waste	safety
			passed

interplanetary	solar	cylinder	suburban
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In this age of travel you have many occasions to use the words listed here. Many of them are concerned with travel by automobile.

1. a. Write **transportation**. What root does it have in common with **opportunities**? Box the prefix. List a series of words which vary from **transportation** only with respect to the prefix. Use the dictionary to determine how these words are related in meaning as well as in origin and spelling.
b. Write **automobile** and **automatic**. What is the common root? From what language is it derived and what does it mean? **Automobile** is an interesting compound word because its two parts are derived from two different languages. Use **automobile** and **automatic** in a sentence where the second word tells something about the first.
2. a. Which words are verbs? Write the words again, interchanging their tenses.
b. Which word is the name of a vehicle?
c. Which word is an abstract noun?
d. Which word is an adverb?
3. Answer the questions with a word from the list:
a. What part of an automobile helps to cool the motor?
b. What part of the automobile supplies the electrical power?
c. Who ride in buses and automobiles?
d. What is a car said to be when it is not moving?

SUGGESTIONS FOR TEACHERS, UNIT 28

Introducing the Words

An interesting introduction for the words might be a discussion of transportation in your area. Most pupils at this level are interested in the new models of automobiles and the various features of each. The unit provides an opportunity to emphasize the importance of safety precautions on the part of both motorist and pedestrian.

Keep the discussion short and pertinent, and do not allow the class to lose sight of the fact that this is a spelling lesson. A maximum of five minutes should be sufficient for the introduction.

Teaching the Words

Have pupils use the words orally in meaningful context. List the words on the chalkboard. Relate the root word of *transportation* to *report* and *important* studied earlier. Point out that the Latin prefix *trans* means across, and the root *port*, from Latin *portare*, means to carry.

Automatic and *automobile* begin with the Greek stem *auto*, meaning self. The word *automobile* means a self-propelling vehicle, and combines *auto* with the Latin *mobilis*, meaning movable. *Automatic* is from the Greek word *automatos*, meaning self-acting.

Aviation, from the Latin word *avis*, a bird, has four syllables. Write the word in syllables on the chalkboard and mark the accent – *a-vi-a-tion*. *Radiator*, another four-syllable word derived from the Latin word *radius*, a ray, should also be written in syllables so pupils see the division between *i* and *a*, and the *or* ending, pronounced *er-ra-di-a-tor*.

Passengers is from the Old English word *passager* – one who makes a passage. Note that *n* is an intruder, as in *messenger* (Unit 5). The three-syllable word *battery*, originally a military term, was adopted by scientists who discovered the forces of electricity. The new use of the word gives it two completely different meanings.

Backwards is a compound word made up of *back* and *wards*, which denotes direction, as in *towards* and *upwards*. In *waste*, the vowel is long even though two consonants follow before the silent *e*, and in *safety*, the silent *e* of *safe* is retained when the ending *ty* is added.

Passed, a review word and the only word from this unit among those commonly misspelled, is the past tense of the verb *pass*. If pupils remember that the verb and its forms have a double *s*, they will not confuse it with its homonym *past*, which is never a verb.

Doing the Exercises

Ex. 1. a: port; box *trans*; importation, exportation, etc.; all are concerned with carrying something; b. auto; Greek – self; e.g., automobile with automatic transmission.

Ex. 2. a: waste, deliver, passed; wasted, delivered, pass; b. automobile; c. waste; d. backwards.

Ex. 3. a: radiator; b. battery; c. passengers; d. stationary.

Ex. 4. a: e.g., Man's flying like a bird is called aviation; b. to destroy; c. radio, radium, radiate, radial, radiance, radiant, etc.

Ex. 5. a: Accept reasonable examples; b. towards, upwards, downward, inward, outward, eastward, etc.; c. stationery, instance.

Ex. 6. a: batteries; b. passengers'; c. n. - delivery, deliverance; adj. - delivery, deliverable; d. radiate - to send out rays of heat, etc.

Ex. 7: Accept reasonable answers. Make pupils aware of the importance of originality of ideas and brevity of wording when attempting to draw attention to posters and slogans.

Re-teaching

Since only the word *passed* appears on the list of words commonly misspelled, the words in this unit do not require much re-teaching. If *stationary* has been misspelled, have students notice that the *a* in *stationary* corresponds to the *a* in *stand*. Stationary objects stand still. Follow the usual procedure of dictating and re-teaching the words misspelled, note the errors made in your class, and include in the dictation and re-teaching of the following unit if errors continue.

FOR POOR SPELLERS

1. Write the words that begin with
 - a. a consonant blend; (transportation, stationary)
 - b. a consonant followed by a short vowel; (battery, passengers, backwards, passed)
 - c. a vowel combination; (automatic, automobile)
 - d. a consonant followed by a long vowel. (radiator, waste, safety)
2. a. Write a sentence using *transportation* as the subject.
b. Use *radiator* as the object in a sentence.
c. Write a slogan using the word *safety*.
d. Write an imperative sentence using the word *backwards*.
3. a. Write the word in the list that is related to each of the following: *aviary*, *important*, *passage*, *battle*. (aviation, transportation, passenger and passed, battery)
b. Write *backwards*, and then the word that, backwards, reads like this: *reviled*. (deliver)
c. Using a word from the list, explain why taxis wait at a station. (to pick up passengers)
d. Which words from the list may be used in connection with an automobile? (automatic, radiator, battery, transportation, passengers)
4. a. Write a proverb that contains the word *waste*. (Haste makes waste; Waste not, want not; Wanton waste makes woeful want)
b. Write *aviation*. Change the suffix to make a synonym for *pilot*. (aviator)
c. Write *passed*. On four separate lines write the first four letters

of the word. Use each of these letters as the initial letter of a word from the list. (passengers, automobile, aviation, or automatic, stationary, and safety)

d. Use the word *battery* (i) as a military term, (ii) as an electrical term, (iii) as a baseball term. ((i) a number of guns or machines arranged as a unit; (ii) an apparatus to produce an electric current; (iii) the pitcher and catcher together)

5. a. Which word in the list begins and ends with the same letter? (radiator)

b. Write words from the list that have two o's. (transportation, automobile)

c. Write words that have double letters. Underline them. (battery, passengers, passed; underline *tt*, *ss*, *ss*)

d. Write words in which three consonants appear together. Circle the consonant combinations. (transportation, backwards; circle *nsp*, *ckw*)

FOR GOOD SPELLERS

1. a. Write *interplanetary*. Underline the prefix with one line and the suffix with two lines. Look in your dictionary to find the interesting derivation of the root word. (underline *inter*, double-underline *ary*; Greek, *planetes*, meaning a wanderer)

b. Write *solar*. Find the Latin word from which this word is derived. (Latin *solaris*, from *sol*, meaning the sun)

c. Write *cylinder*. From the position of *y* in this word, from what language do you think it was derived? Prove this from your dictionary. (Greek, *kulindros*)

d. Write *suburban*. Underline the root word and give its meaning. Write an antonym for this root. (urban – pertaining to a city; rural)

2. a. Write *solar* with at least three nouns it could suitably describe. (rays, spectrum, spots, system, etc.)

b. What is meant by *the solar system*. (the sun, planets, and moons)

c. Name at least three appliances or machines that depend on a battery for electric current. (automobile, flashlight, electric tooth-brush, etc.)

d. List at least two places where radiators are used. (hot-water heating in houses, air-conditioner, automobile, coolers, etc.)

3. a. What is a suburban development? Why are these usually residential rather than industrial? (a community on the edge of a big city; urban workers often prefer to have homes situated away from the centre of a big city where most large industries and businesses are located)

b. Write words that could be antonyms for *waste*, *stationary*, *automatic*, *backwards*. (save, mobile or movable, manual, forwards)

- c. Write at least three words, other than those in the list, beginning with *auto*. (autograph, autobiography, automat, autocratic, automotive, etc.)
- d. Aviation, which was almost unheard of at the beginning of the twentieth century, has made remarkable progress. List some advantages and disadvantages aviation has, compared with other means of transportation. (fast, direct, can reach remote areas, etc.; may be grounded by adverse weather, airports usually are some distance from a destination, little opportunity to see scenery, limited space for bulky cargo, etc.)

4. a. *Stationary* and *interplanetary* end in *ary*. Write four other adjectives ending in *ary*, having more than one syllable. (necessary, sanitary, elementary, mercenary, etc.)

b. The word *cylinder* has a *y* in the first syllable. Write three other examples of this. (mystery, hydroelectric, dynamite, hymn, gymnasium, etc.)

c. In *safety*, *ty* was added to the adjective to make the noun. List adjectives related to each of the following: *brevity*, *gravity*, *anxiety*, *humanity*, *society*. (brief, grave, anxious, human or humane, social)

5. World powers are very much interested in interplanetary travel. Write the names of the planets, and name those that man may be able to visit. Give your reasons. (Mercury, Venus, Neptune, Earth, Mars, Jupiter, Saturn, Uranus, Pluto; Venus and Mars; they are closest to the earth, and scientists believe they may have life on them.)

**MOST COMMONLY MISSPELLED WORD REPEATED
FROM EARLIER BOOKS: passed (4, 5)**

4. a. Write **aviation**. The root is **avis**, **bird**. Use **aviation** in a sentence explaining the relationship in meaning between **aviation** and **avis**.

b. Write **waste**. Use the idiom **lay waste** to show its meaning.

c. Write **radiator**. For the suffix **ator** substitute **o**, **um**, **ate** to form other words from the same root.

5. a. Write **deliver**. Use **deliver** in the following contexts:
(i) to deliver a parcel, (ii) to deliver the city, (iii) to deliver a speech.

b. Write **backwards**. Substitute **to** for **back**. Write two additional words containing **ward**.

c. Write **stationary**. **Stationary** is derived from the Latin root **sta**, meaning **stand**. Check the list at the back of the speller for other words derived from the same root.

6. Write

- the plural form of **battery**.
- the possessive of **passengers**.
- a noun and an adjective formed from **deliver**.
- radiator**, and the word from which it is formed. What does this verb mean?

7. a. Write a slogan urging observance of safety rules for pedestrians.

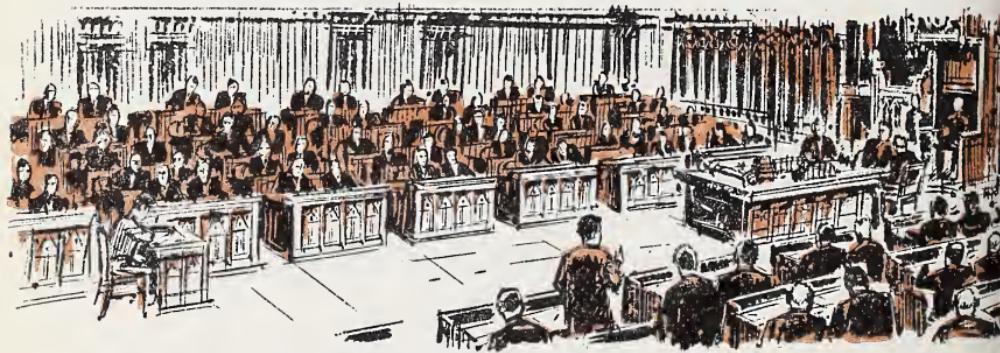
b. Draft the words for a poster advertising a **transportation** display at a local exhibition.

c. Write a notice urging students in your class not to waste paper and other school supplies.

FOLLOW THE STUDY STEPS IN LEARNING YOUR WORDS. PROOF-READ YOUR SLOGAN, POSTER, AND NOTICE.

THE GOVERNMENT

adopted	motion	elect	federal
legislature	vote	national	minister
government	governor	citizen	council
throne	confederation	constitution	ballot



1. Answer the following questions, using a word from the list in each answer:
 - a. What is a member of the cabinet called?
 - b. What is a law-making body?
 - c. What do you do when you give your official opinion regarding a motion?
 - d. What sort of union did the four provinces form in 1867?
 - e. By what official is the Queen represented in Canada?
2. a. Write **federal** and **national**. These two words are sometimes used in Canada to mean almost the same thing. Actually their meanings outside of Canada are quite different. Define **federal** and **national**, and show that you understand why they are sometimes used almost synonomously in Canada.
- b. Write **citizen** opposite the numbers of those people who have a right to call themselves citizens of Canada: (i) a native of Canada, (ii) a resident of Canada who was born in the United States, (iii) a resident of Canada, born a U.S. citizen, who became naturalized.

SUGGESTIONS FOR TEACHERS, UNIT 29

Introducing the Unit

Use the illustration to introduce the unit, or refer to a currently interesting session of parliament to make the unit vivid. Use newspaper or television accounts to make the words meaningful. Try to make the pupils realize the traditions and importance of our system of government so that they may appreciate the heritage handed down to them.

Teaching the Words

When the pupils have mastered the meanings of the words in context, concentrate on teaching their structure.

Note the two pairs of related words that are included in this unit. *Governor* and *government* have the root word *govern*, plus a suffix. Emphasize the *n* of *govern*, and be sure pupils enunciate it clearly, as it is a source of difficulty in both nouns. *Federal* and *confederation* have the same root and are derived from the Latin word meaning *league*.

In the word *elect*, the Latin prefix *e* for *ex* means out, and *lectus* means chosen. Relate the word *select* to this same root. *Legislator*, also derived from Latin, means literally "a bringer of the law" — *lator*, bringer, and *legis*, of the law. Underline the soft *g* followed by *i* and the *or* ending as in *governor*. *Privilege* also has the Latin *lex*, the law, as a root along with *privus*, separate, and means an individual right. *Vote* is another direct Latin derivative from *votum*, a vow or wish.

The word *throne* is from the Greek word *thronos*, an elevated seat.

Many of this unit's words are related to words from previous lessons. *Motion* is from the same root as *motor*, *movable*, and *movement*. *National* is related to *nation*, *native*, *nature*, and *naturally*; underline the *al* ending of *national* as in *federal*. *Citizen* is from *civis*, the same root as *city* and *civil*; note the soft *c* followed by *i* and the short *i* before *zen*.

Be sure the class understands the meaning of *council* — a group of men summoned together; underline the *cil* ending for special stress.

Good spellers will be interested to discover that the root of *adopted* is *optare*, a Latin word meaning to desire or choose. The noun *option* is from this same root. Associate the fact that they will have to decide upon options in their senior grades. The word *minister* is also derived from the Latin word *minus*, meaning less; hence a *minister* is one of lesser authority or one who acts under the authority of another.

Doing the Exercises

Ex. 1. a: minister; b. legislature; c. vote; d. confederation; e. Governor General.

Ex. 2. a: federal — founded on an alliance between several states, which unite for national or general purposes but with each retaining limited powers; national — common to a whole people; since our federal

government is an alliance of all provinces of Canada, it is common to all Canadians and thus is national; b. (i), (iii); c. e.g., Federation of Labour, Federation of Naturalists, etc.

Ex. 3. a: (i) accepted or agreed upon, (ii) to choose as one's own child; d. "I second the motion".

Ex. 4. a: government, governor; b. federal, confederation; c. citizenship; d. legislature; private, legal, legitimate.

Ex. 5. a: election, elector, or electorate; elected, electoral, or elective; b. throne; c. pastor of a church, one who performs a service for another; e.g., minister to the sick; d. Canadian National Railways; e. councillor.

Re-teaching and Practice

When dictating, enunciate clearly, but do not overstress the *n* in *government* and *governor*, the *t* in *adopted*, or the *al* ending of *federal* and *national*. Have pupils mark their own papers but re-check quickly to be sure no errors are overlooked.

Re-teach to eliminate the difficulties your children had. Emphasize the *cil* ending of *council* when it means a group of men, the word *nation* in *national*, and the *c* in *citizen*. Stress the use of the study steps by the pupils for self-help.

FOR POOR SPELLERS

1. Write
 - a. a verb in the past tense; (adopted)
 - b. two adjectives ending in *al*; (federal, national)
 - c. two words that could be either nouns or verbs; (motion, vote, minister)
 - d. two words ending in *ion*. (motion, confederation)
2. a. Write the nouns that name people. (governor, minister, citizen)
b. Write three pairs of words from the list that often appear together. (federal government, adopted motion, federal minister, governor-elect, etc.)
c. Explain the relationship in meaning between the two verbs *vote* and *elect*. (*elect* means to appoint to an office by vote of the majority)
d. From the list, select words related in meaning to *movement*, *ambassador*, *public*, *alliance*. (motion, minister, national, confederation)
3. Answer the following questions, using words from the list where possible.
 - a. What is "God Save the Queen" often called? (National Anthem)
 - b. In the picture, what is the high chair at the front called, and who occupies it at the opening session of the Canadian parliament? (throne chair; the Governor-General)

- c. Name the body of elected representatives of city government. (city council)
- d. Name the positions of several cabinet ministers in the provincial government. (Minister of Education, Minister of Highways, Minister of Public Works, Minister of Lands and Forests, etc.)
4. a. Replace the suffix of *adopted* and *legislature* to make nouns. (adoption, legislation)
b. Add a suffix to *national* to make an abstract noun. (nationality)
c. Add the prefix *de* to *vote* to make a new verb. Use this new word correctly in a sentence. (devote – to dedicate or direct all one's attention to)
5. Describe the correct procedure for a motion in a business meeting. (a motion is moved, seconded, discussed, voted upon, and adopted or rejected)

FOR GOOD SPELLERS

1. a. Write *constitution*. To what does this refer in terms of government? (the established form of government)
b. To what might *constitution* refer in terms of the human body? (the health of a person, physically and mentally) *Constitution* is derived from the Latin verb *stare*, meaning to stand. Write at least four other common words from this same root. (statue, statute, station, stationary, etc.)
c. Write *ballot*. This word has an interesting history. See if you can find it in your dictionary. (See "For Teachers Only", Unit 30.)
d. Describe a *ballot* used in an election and tell how a voter marks his ballot. (a slip of paper with the candidates' names on it; with an X beside his choice or choices, or, in some cases, with the numbers 1, 2, 3, etc., in order of preference)
2. Write two words
 - a. from the same root as *council*; (councillor, conciliate, reconcile, etc.)
 - b. formed by adding prefixes to *motion*; (emotion, demotion, promotion, etc.)
 - c. formed by replacing the prefix of *constitution*; (restitution, institution, substitution, etc.)
 - d. derived from the same root as *citizen*. (city, civil, civilian, civilization, etc.)
3. a. Write the homonym for the noun *council*; use it correctly to show its meaning. (counsel; advice or opinion; to advise)
b. Write several names or titles of which the word *national* is part, as in Canadian National Railways. (Canadian National Exhibition, National Anthem, National Guard, National Labour Relations Act, etc.)

- c. The term *parliament* is often related to government. Look up the derivation of *parliament* and explain how it got its meaning. (French, *parler*, to speak; a place where the speaking about government matters occurs)
- 4. a. Canada has a democratic form of government. Explain briefly what is meant by democratic government, and, in no more than four sentences, compare it with at least two other types of government. (government by elected representatives of the people; under communistic government the state controls all social, economic, and cultural activities; in a dictatorship, a supreme ruler governs the country, usually aided by military force)
- b. Explain the following terms in relation to government: Speaker of the House, cabinet, mace, Hansard. (chosen usually from the party in power on the first meeting of the House of Commons, the Speaker presides over all meetings of the House, and nothing can be done in his absence; a Prime Minister and his ministers; a staff, a symbol of the power of Parliament, which rests on top of the table in the House when Parliament is in session and which lies under the table when the House is not in session; daily record of speeches made in the House of Commons and named after the printer who first issued official records of the British House of Commons in 1803)

5. Imagine it is election day and you are entering a polling station to vote. Tell whom you would see, and what you would do to exercise your voting privilege. (a deputy returning officer, a poll clerk, scrutineers for each party; your name is checked off as you receive your ballot, you take your ballot to a private booth, mark X opposite your candidate's name, fold it again, and hand it to a scrutineer who puts it into a box)

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: government

c. Write **confederation**. Drop the prefix of **confederation**. Use the new word as part of the name of an organization of clubs or societies.

3. a. Explain the use of **adopted** in each of the following:

- They **adopted** the resolution.
- He was an **adopted** son.

b. Write **council**. Write a sentence or two explaining why you think a student council would be, or would not be, a good idea in your school.

c. Draft the slogan for a poster urging fellow-students to vote for you or for someone you would like to win the election.

d. Write **motion**. At a meeting you want to second a proposal being made by someone else. What would your words be in seconding the proposal?

4. a. Write the two words which have **govern** as their stem. Note particularly the letter combination **ern**. One or more of these letters is sometimes omitted in spelling because of careless pronunciation.

b. Write the two words which have the stem **feder**. Underline the stem.

c. Write **citizen**. Form an abstract noun by adding a suffix.

d. Write the word which has the same root as **privilege**. Write a related adjective.

5. Write

- elect**. Write the related noun and a related adjective.
- a homonym of **thrown**.
- minister**, and a definition of **minister** which is not connected with government.
- national**, and the name of a railway containing the word **national**.
- council**, and the word which means a **member of a council**. Check the spelling in your dictionary.

MORE WORDS FOR REVIEW

movable	quite	difference	decision	innocent
all right	ancient	particular	stationary	safety
government	citizen	minister	legislature	council
automobile	passed	occurred	deliver	there
comfortable	receive	punished	honourable	valuable

SPEND SOME OF YOUR STUDY TIME SPECIFICALLY ON ANY WORDS YOU MAY HAVE MISSPELLED. Follow the study steps in the process of re-learning these words.

1. a. Write **movable** and an antonym of **movable** which appears in the list.
 b. Write **government** and the adjective used when referring to a member of the Cabinet.
 c. Write **citizen** and the name of a governing body which a citizen helps to elect.
 d. Write **quite** and an adjective from the list which it could modify.
2. a. **There** is an adverb indicating position; in fact, in speech it is often used with a gesture to point out the position of a person or object: The pen is over **there**. Use **there** to indicate the position of:
 (i) an innocent bystander in an accident, (ii) an automobile picking up a passenger, (iii) the leading citizen of your community.
 b. Write the adjectives ending in **able** and their verb forms.
 c. Which noun is formed from an adjective by the addition of a suffix? Underline the adjective stem and box the suffix.
 d. Write **receive** and **deliver**. Use **receive** and **deliver** in a brief explanation of the similarity and difference in their meanings.

SUGGESTIONS FOR TEACHERS, UNIT 30

Presenting the Words

Follow the usual procedure for review units (see Unit 6), including any additional words that have caused difficulty in your class. Excuse from further teaching those pupils who spelled all the words correctly. They should proceed with the work "For Good Spellers". Group the words misspelled by your class according to structure or phonetic similarities. Below are listed some groupings that may be of assistance to you and your pupils.

1. *able* ending – *movable, honourable, valuable, comfortable*
2. *ent* ending – *government, ancient, innocent*
3. soft *c* – *council, citizen, receive, difference, decision, innocent*
4. past tense of verbs – *passed, occurred, punished*
5. silent *e* ending – *movable, automobile, comfortable, quite, receive, difference, legislature, honourable, there, valuable*
6. prefixes – *comfortable, receive, difference, occurred, decision, deliver, innocent*
7. suffixes – *movable, government, comfortable, passed, difference, occurred, punished, decision, stationary, honourable, innocent, safety, valuable*
8. long *a* – *āncient, stātionaly, legislāture, sāfety, there* (thār)
9. vowel combinations – *automobile, receive, honourable, council*
10. one-syllable words – *quite, there*

Use any device that will focus attention on the correct spelling of difficult parts such as *n* in *government*, *ci* in *ancient*, *ei* in *receive*, *ar* in *stationary* and *particular*, and the double *c* and double *r* in *occurred*. Remember that writing dictation and correcting errors are the best possible methods of mastering the words. Be sure that all dictations are checked first by the pupils and then by yourself to ensure that no error is overlooked. See that all errors are corrected and that each pupil adds his own errors to his individual list of difficult words.

In their own study, pupils should be reminded to use the study steps with words they have misspelled.

Doing the Exercises

Ex. 1. a: *stationary*; b. *honourable*; c. *legislature, council*; d. *movable, all right, ancient, particular, stationary, honourable, comfortable, innocent, or valuable*.

Ex. 2. a: Accept reasonable examples; b. *movable* – move, comfortable – comfort, honourable – honour, valuable – value; c. *safety*; underline *safe, box ty*; d. *receive* means to accept something offered; *deliver* means to give or transfer something to someone.

Ex. 3. a: *legis|lature; legitimate, legal, etc.*; b. *passing, occurring, punishing*; c. *innocent, valuable, ancient*.

Ex. 4. a: *decision*; b. *council*; c. *automobile*; d. *difference*.

Ex. 5. a: *all right* is composed of two words, thus the double *l* in *all* is retained, but *already* is a compound word and one *l* is dropped when *ready* is joined to *all*; b. accept reasonable examples; c. ancient; d. incision – a cut or gash; L. *caedere*, to cut.

Ex. 6: Accept reasonable answers. Encourage pupils to be original in composing interesting sentences.

EXTRA HELP

Ex. 1. a: ancient; b. Canadian citizen; c. accept either.

Ex. 2. a: govern, punishment; b. receiving; c. par|tícu|lar; d. delivery.

Ex. 3. a: valuable, legislature, decision; b. four times; c. (i), (iii), (iv).

Ex. 4: Accept reasonable answers.

Ex. 5. a: (i) dishonourable, (ii) honourable, (iii) honourable; b. automobile accident, automobile traffic, automobile licence, etc.

FOR GOOD SPELLERS

Ex. 1. a: coach, sedan, station wagon, truck, etc.; b. (i) democracy, (ii) dictatorship, (iii) oligarchy; c. House of Representatives, Senate.

Ex. 2. a: Babylonian, Egyptian, Hindu, Greek, Roman, Chinese, etc.; b. train, automobile; c. naturalization.

Ex. 3. a: its effect in both is negative, though this is not readily apparent in *invaluable*, which means incapable of being valued or assessed; b. not – incomplete, indigestible, inglorious; into – indent, infer, inflate, infiltrate, inherit; c. *deliver* from Latin *de* – from, and *liberare* – to free; *liberator* from Latin *liberare*, to free.

Ex. 4. a: *counsel* – abstract noun meaning advice, or verb meaning advise; *council* – concrete noun meaning an assembly of persons summoned for consultation; b. secular, angular, spectacular, perpendicular, etc.; c. hair, tear, e'er, ere, heir, prayer, care, questionnaire, etc.

Ex. 5: part, tail, cart, cult, pail, rail, liar, etc.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: government, occurred

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: all right (4, 5), quite (4, 5), passed (4, 5), receive (5, 6), there (2, 3)

FOR TEACHERS ONLY

Many of our political terms have interesting histories. The *ballot* we cast was named from a word of Italian origin, *ballota*, meaning a little ball. The ancient Greeks voted by dropping a white or a black ball of stone or metal into a container. A white ball meant a vote in favour of a candidate, a black ball meant a vote against him. This method is still used in fraternities and similar societies, in voting on prospective new members. Thus, we have the term "to blackball" someone.

Candidate is derived from Latin *candidatus*, a person dressed in white. The Roman politician made sure his white toga was perfectly clean so that it would create a good impression, and later it became associated with anyone seeking office. Our words *incandescent*, meaning white or glowing with heat, and *candid*, meaning honest or impartial, come from this same root.

Governor is from the Greek word *kubernan*, meaning to steer, or govern. The Romans borrowed it to form the word *governator*, a steersman or governor. (The English adjective is *gubernatorial*.)

In Middle English *poll* was spelled *polle* and meant "the top of the head". By the seventeenth century its use had been extended to the census or "counting of heads". Today *poll* usually refers to the recording and counting of votes.

3. a. Write the compound word **legislature**. Use the dictionary to find the two component words; separate them by means of a vertical line. Write another word having the same root as the first component of **legislature**.
b. Write the three verbs which appear in the past tense. Write the present participles (**ing** ending) of these verbs.
c. What are antonyms of: **guilty, worthless, modern?**

4. Write
a. the noun related to the verb **decide**.
b. the name of the body of citizens elected to govern a town or city.
c. the noun which shares a root with **immobile**.
d. the noun related in origin to **conference**.

5. a. Write **all right**. Explain how it differs in construction from **already**.
b. Write **particular**. Show by using **particular** that you understand two of its meanings—**fussy** and **specific**.
c. Write **innocent**, and the other adjective in the list which has the same suffix.
d. Write **decision**. Change the prefix to **in**. What is the meaning of the new word? Check the dictionary to find the meaning of the root of both words. The root may surprise you.

6. Write
a. a question regarding the comfort of the person you are addressing.
b. a slogan concerning water **safety**.
c. an explanation of why your brother, sister, or friend had to be **punished**.
d. a sentence or two telling whether you prefer reading stories about **ancient** or **modern** times, and the reason.

CLEAR, CAREFUL HANDWRITING HELPS TO
ELIMINATE SPELLING ERRORS.

Extra Help

1. Answer the following questions with a word from the list:
 - a. Did the civilization of Babylon belong to ancient, medieval, or modern time?
 - b. What is the status of a person who was born in Canada?
 - c. Do you prefer bookshelves that are movable or stationary?
2. Write
 - a. the verb from which **government** is formed and the noun which can be formed from **punish**. Then write **government** and **punished**.
 - b. **receive** and its present participle (**ing** ending).
 - c. **particular** once, and then divide it into syllables. Mark the accent.
 - d. **deliver** and the noun formed by adding **y**.
3. a. Which words from the list are related to **valueless**, **legislative**, **decisive**?
- b. If 50% is a pass mark, write **passed** as many times as the following student received passing grades: social studies, 65; mathematics, 47; English, 72; science, 75; spelling, 90.
- c. The prefix **re** often has the sense of **again**. Write **again** after the numbers of those words in which the prefix **re** has the meaning **again**.
 - (i) rewrite, (ii) respect, (iii) revalue, (iv) reassert.
4. a. Write **quite** to modify **valuable** in a sentence about a diamond ring.
- b. Use **innocent** and **decision** in a sentence regarding a judgment about a misdeed of which you were accused.
- c. Use **there** and **council** in a statement telling whether you do or do not have a student council in your school.
5. a. Write **honourable** or **dishonourable** to indicate what you think of the following actions or attitudes: (i) claiming credit for another's inventions, (ii) defending someone who is wrongly accused, (iii) reporting a crime which you witnessed.

b. Write a phrase illustrating the use of **automobile** as an adjective.

For Good Spellers

1. a. List three different styles of automobiles, e.g., convertible.
b. What words are used to designate government (i) by the people, (ii) by one person, (iii) by a small group of people?
c. The two main bodies of the Canadian government are the House of Commons and the Senate. Name the two houses of the government of the United States of America.
2. a. Name three ancient civilizations. Check the spelling of the names.
b. Name two other means, in addition to buses, of transporting large numbers of people by land.
c. What term is used to designate the attaining of Canadian citizenship by an immigrant?
3. a. Compare **valuable** and **invaluable**. What is the effect of the prefix in **invaluable**? How does the use of the prefix in **invaluable** compare with the use of **in** in the word **incapable**?
b. Indicate which of the following words illustrate the use of **in** meaning **not**, and use of **in** meaning **in** or **into**: incomplete, indent, infer, indigestible, inflate, infiltrate, inglorious, inherit.
c. Trace the relationship in origin and meaning of **deliver** and **liberator**.
4. a. What is the difference between **counsel** and **council**?
b. Write three adjectives in addition to **particular** which end in **ular**.
c. Write as many differently spelled rhymes for **there** as you can find; e.g., **commissionaire**, **flare**, etc.
5. **For fun**

Write as many words of four letters as you can make from the letters of the word **particular**. Don't be satisfied with fewer than six. Check your words in the dictionary.

WORDS FROM HISTORY

siege
 occupation
 century
 revolution
 attack
 calendar
 progress
 community
 communist
 future
 banner
 led
 foundation
 independent
 conquered
 resistance
 architecture

- Which words are associated (i) with the capture of a city? (ii) with time?
 - Which word means a forward or onward movement?
- Write the questions of which the following are the answers:
 - Napoleon himself led the attack.
 - The occupation of the conquered territory lasted for four years.
 - The Communist Party is the party in power in the USSR.
 - The independent knights fought under the banner of Richard the Lion-hearted.
- Revolutions may be peaceful or warlike. Name one of each kind. Include Revolution in the name.
 - What appeal for funds is conducted under the banner of the Red Feather?
 - Write **foundation**. Use the verb related to **foundation** to describe the role played by Champlain in the establishment of Quebec.
- Write **independent** after the number of each of the following which is an independent nation: (i) Japan, (ii) Ghana, (iii) U.S.A., (iv) Alberta.
 - Indicate which of the following are communities by writing **community** after the number: (i) Toronto, (ii) a clearing, (iii) a bee hive, (iv) a suburban area.
 - Write **communist** and **community**. Underline the common stem.

SUGGESTIONS FOR TEACHERS, UNIT 31

Introducing the Words

Pupils of grade seven will have encountered the words in this unit in either history or current events, and are probably familiar with their meanings. Most of these words may be introduced by means of exercises 1, 2, and 3. An alternative suggestion is to have pupils use them in oral discussion, in which one incident in history is suggested to illustrate each word in the list; e.g., The *siege* of Quebec was carried out by British forces; The American colonies fought to become an *independent* nation; etc.

Teach the words by noting specific points of interest or difficulty. *Century*, derived from the Latin word *centum*, one hundred, has soft *c* and ends in *ury*. *Calendar*, from the Latin *calendae*, the first day of each month, begins with a hard *c* and ends, like *dollar* and *polar*, in *ar*.

Community and *communist* are both derived from the Latin *communis* – *com*, together, and *munis*, ready to be of service. Other words from this root include *common*, *communicate*, *commune*, etc. Have pupils supply the reason for the double *m* in these words. Note that *communist* as an adjective refers to anything pertaining to communism, but as a noun, it represents one who believes in communism.

Occupation, from Latin *ob*, from, and *capere*, to take, has the prefix *ob* modified to *oc* because the first letter of the root is *c*. *Revolution* is the noun related to the verb *revolve*, meaning to completely rotate. Thus *revolution* is the complete rotation of something on an axis, or politically it means total or radical change in government or thought in any country; e.g., French Revolution, Industrial Revolution, etc.

Attack, *progress*, and *banner* all have double consonants. Note the two long *u*'s in *future* and the small word *found* in *foundation*.

Independent, *conquered*, *led*, and *siege* are included for purposes of review, since they are among those words most commonly misspelled. Mark for particular stress the three *e*'s in *independent*, the *qu* in *conquered*, and the *ie* after *s* and the soft *g* in *siege*.

Good spellers will be interested to discover that *banner* is derived from the German word *band*, a strip of cloth, and so is connected with *band*, bandage. *Foundation* gets its meaning from its Latin root, *fundus*, the bottom.

Point out the two pronunciations of *progress* – the noun with the accent on the first syllable, and the verb with the accent on the second. Review the homonym of *led*, and emphasize that *led* is always a verb form.

Doing the Exercises

Ex. 1. a: (i) attack, conquered, siege, occupation, (ii) century, calendar, future; b. progress.

Ex. 2. a: What French general led the attack? b. How long did the occupation of the conquered territory last? c. What party is in power in the USSR? d. Who fought under the banner of Richard the Lion-Hearted?

Ex. 3. a: French Revolution, Industrial Revolution, etc.; b. United Appeal; c. found – to begin a settlement.

Ex. 4. a: (i), (ii), (iii); b. (i), (iii), (iv); c. commun; d. occupation – occupy, revolution – revolve; e. e.g., The earth makes a complete revolution around the sun once a year.

Ex. 5. a: cent – hundred, century – a hundred years; b. a system of fixing the divisions of time, as in years, months, weeks, etc.; a list, or register; a university or college directory; c. conquest; query; from the Latin root *quaerere*, to seek.

Ex. 6. a: banner; b. digress; c. occupation.

Ex. 7. a: (i) present, (ii) past, (iii), (iv), (v), all future; b. Encourage originality and creativity as well as accurate spelling and neatness.

Dictating and Re-teaching

Follow the usual procedure for dictating the words in context. Re-teach the words misspelled to those pupils who had errors. Mark difficult areas in the words with coloured chalk, or capitalize the particular combinations; e.g., sIEge, calendAR, independENT.

FOR POOR SPELLERS

1. Write
 - a. two words whose first letters are alike and whose last letters are also the same; (century, community)
 - b. two verbs in the past tense; (led, conquered)
 - c. two words that end in *r*; (calendar, banner)
 - d. a word that has a soft *g*. (siege)
2. a. Write the one-syllable words. (siege, led)
b. Write an adjective that has four syllables. (independent, community)
c. Write the three-syllable words in alphabetical order. (calendar, century, communist, conquered, foundation)
3. Answer the following questions using at least one word from the list in each case:
 - a. Why did the American colonies rebel against British rule? (revolution, independent)
 - b. Why did water leak into the basement? (foundation)
 - c. What does the record of your spelling marks on a graph show? (progress)
 - d. What is the span of years from 1901 to 2000 called? (20th century)
 - e. What is another name for the American flag? (Star-Spangled Banner)
4. a. List six words that might be associated with war. (siege, banner, occupation, revolution, progress, attack, led, conquered)
b. Write *siege* after the numbers of the cities that underwent a

siege at some time in their history: (i) Quebec, (ii) Louisbourg, (iii) Victoria, B.C., (iv) Melbourne, Australia, (v) Troy, (vi) Mafeking. (i, ii, v, vi)

c. In which century did each of the following take place? Use the word *century* in your answer. a. Columbus's voyage to America; b. the founding of Montreal; c. Confederation; d. the first use of an atomic bomb. (15th, 17th, 19th, 20th)

d. Write *calendar* after the numbers of those words that name a kind of calendar: (i) Julian, (ii) Newtonian, (iii) Gregorian, (iv) Edwardian, (i, iii)

5. a. Write a word from the list that is associated with
a. government; b. intentions; c. the date; d. society; e. internal unrest in a country. (communist, future, calendar, community, revolution or occupation)

b. Write the words from the same root as *grade*, *fund*, *sedate*, *involve*. (progress, foundation, siege, revolution)

FOR GOOD SPELLERS

1. a. Write *resistance*. Write the related verb. Replace the prefix of the verb with at least two other prefixes to make new words. (resist; persist, consist, insist, assist, etc.)

b. Write *architecture*. Find the derivation of this word and explain how its English meaning was derived. (Greek stem, *archi*, meaning chief, and *tekton*, a workman or carpenter. In ancient Greece the chief workman or carpenter was originally responsible for drawing up the plans for a building as well as constructing it.)

c. Write both Extra Words in syllables, marking the accent. (re-sis'tance, arc'hi-tec-ture)

d. Look in your dictionary to find the relationship of *state* and *stand* with *resistance*. (all are from the same Latin verb *stare*, meaning to stand)

2. a. Write three or four nouns beginning with *arch*, pronounced *ark* as in *architecture*. (archaeology, archaic, archangel, archipelago, archive, etc.)

b. Write a synonym for the noun *progress*. (advancement, improvement, increase, etc.)

c. List five two-syllable words with the syllable break between double consonants, as in *banner*. (hammer, cannon, batter, drummer, blotter, letter, collect, etc.)

d. *Lead* and *led* may be homonyms. List two other pairs of homonyms that rhyme with *led*. (bred, bread; red, read, etc.)

3. a. The ending *ance* is often added to a verb to make a noun. List three examples other than *resistance*. (assistance, grievance, ignorance, insurance, remittance, etc.)

b. Write three three-syllable nouns ending in *ury* like *century*. (treasury, usury, injury, luxury, etc.)

- c. List three nouns, other than those in the unit, that end in *ure*. (nature, posture, pleasure, treasure, stature, picture, etc.)
- 4. a. *Century* represents one hundred years. What is the name of a ten-year period? (decade)
- b. *Architecture* is the name of an occupation requiring university training. List four other occupations that require university qualifications. (doctor, lawyer, dentist, engineer, dietitian, etc.)
- c. Name at least three occasions, other than the one mentioned in the text, when it is customary to see many banners. (political rally, march of strikers, homecoming celebration for a victorious team, Labour Day parade, inter-school sports, etc.)
- d. What is the difference between an attack and a siege? (an attack is a violent assault against a place; a siege is a continued effort to gain possession of a fortified city)
- 5. a. List several kinds of calendars that have been used through the ages, and explain how our present one was obtained. (Chinese, Jewish, Julian, Mohammedan, Revolutionary, Gregorian, etc.; the Gregorian calendar is now in general use, introduced by Pope Gregory XIII in 1582 to correct a slight error in the Julian calendar)
- b. Name at least four signs of progress in travel that you have seen in the past two years. (super-highways, better cars, faster jet aircraft, subways, monorails, etc.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: *siege, independent, conquered*

MOST COMMONLY MISSPELLED WORD REPEATED FROM EARLIER BOOKS: *led* (5, 6)

d. Write the two words which end in **tion**. What are the related verbs?

e. Use **revolution** in a sentence about the earth's motion around the sun.

5. a. Write **century**. Explain the connection in meaning between **century** and its root, Latin or French **cent**.

b. Write **calendar** and two definitions of **calendar**.

c. Write **conquered** and the related noun. Write **conquered** again, followed by a noun meaning **question** and having the same root as **conquered**—**quer**. Compare with **inquiry** which appears earlier in this book.

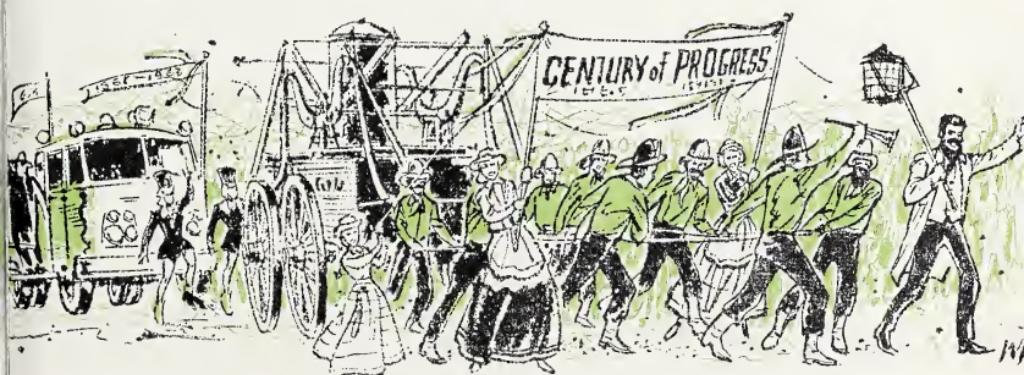
6. Some word play

- The beginning of this word means to **exile**, **abolish**, or **forbid**.
- Change the prefix of this word and it means to **stray**.
- It keeps you busy!

7. a. Indicate their tense by writing **past**, **present**, or **future** after the numbers of the following words:

- am going, (ii) conquered, (iii) will attack, (iv) shall occupy, (v) will lead.

b. Briefly describe a parade held in your community to celebrate A Century of Progress. There were banners with slogans celebrating the past and hailing the future.



WORDS ARE VERSATILE

trust
guess
concern
thunder
supply
regret
glance
rifle
request
parcel
consent
frame
attempt
bound
dynamite
murmur

This unit consists of words which may be used both as nouns and as verbs.

1. Rewrite the following sentences, expressing the same idea but using a verbal form of the word in bold type, e.g., The teacher expressed his **concern**. The teacher said he was **concerned** about the absence of the student.
 - a. The students have great **trust** in their council.
 - b. The president made a **request** for more funds.
 - c. Will you give your **consent** to this plan?
 - d. Try putting a **frame** around the picture.
 - e. Can you make a **guess** at the answer?
2. Rewrite the following sentences, expressing the same idea but using the noun form of the word in bold type:
 - a. The early explorers **attempted** to find a north-west passage.
 - b. The deer **bounded** high into the air.
 - c. Can the wholesaler **supply** enough material?
 - d. The man deeply **regrets** the crime he committed.
3. a. Combine **thunder** with **lightning** in a question about a dog's fear of a storm.
 b. Write **glance** twice, and after each word write a different verb meaning of **glance**.
 c. Write **bound**. Use **bound** as the past tense of one verb and the present tense of another.
 d. Write **parcel**. Use the dictionary to help you to show in a sentence the meaning of **parcel**, noun and verb, as it refers to land.

SUGGESTIONS FOR TEACHERS, UNIT 32

Introducing the Unit

Since this unit is made up of words grouped grammatically, you may wish to introduce the words by integrating the lesson with a language lesson. Pupils will be able to add other words that may also be used as nouns and verbs; e.g., *purchase*, *guide*, *design*, etc.

Teaching the Words

In this unit, it would be advisable to pre-test before teaching since many pupils will be familiar with the correct spelling of these words. After the pre-test, teach only the misspelled words by examining them for structural difficulties.

Guess, a review word from Books 3 and 4, is the only word in this unit among the words commonly misspelled. *Concern*, *glance*, and *parcel* have soft *c* followed by *e*. The silent *e* ending, preceded by a long vowel sound, is found in *rifle*, and *frame*. Underline the double consonants in *guess*, *supply*, and *attempt*. Have pupils note the Latin prefixes in both *supply* and *attempt*, which have been modified from *sub* and *ad* to *sup* and *at* to take the first consonant of the root, thus making a double consonant.

Do not relate *concern* and *consent*, as poor spellers will confuse the letters making the *s* sound. Teach the word *consent* and relate it to *sense* because of their Latin root, *sentire*, to feel or perceive; *consentire*, from which *consent* is directly derived, means to agree or share the same feelings.

This unit contains several words derived from sources other than Latin. From Old English, *thunder* comes from *thunor*, to which the *d* has been added; *regret* from *graetan*, to weep; *frame* from *fremmen*, to be of use to. From Old French, the word *glance* is derived from *glacier*, to slip. From German, *rifle* is from *riefe*, meaning groove.

Doing the Exercises

Ex. 1. e.g., a: The students trust their council very much. b. The president requested more funds. c. Will you consent to this plan? d. Try framing the picture. e. Can you guess the answer?

Ex. 2. e.g., a: The early explorers made many an attempt to find a north-west passage. b. The deer gave a high bound into the air. c. Can the wholesaler provide a sufficient supply of material? d. The man expresses his deep regret for the crime he committed.

Ex. 3. a: Accept reasonable examples. b. to look at quickly; to fly off at an angle; c. e.g, present – The ship is bound for London. Can you bound into the air? I am bound to fulfil my oath.; past – He bound the wound. He was bound by an oath. d. derived from Latin *pars*, a part; a *parcel* of land is a piece of a whole; to *parcel* land is to divide it into parts or lots.

Ex. 4. a: contempt; e.g., I made an attempt to hide my contempt for him. b. e.g., They did rifle the supplies to find articles of value. c. e.g., The note concerning that order; for the relatives concerned.

Ex. 5. a: the department of the post office that is responsible for sending parcels by mail; a department, usually in a large store, that wraps gifts and parcels purchased there; to divide into parts. b. loud deep sounds made by many hoofs; loud rumbling of big guns; main ideas; c. a plot to fix guilt on an innocent person; surrounded by a row of trees.

Ex. 6. a: re-quest'; underline *re* – again; b. inquest – an investigation to seek out the truth; request – a petition for something desired; both are from the same root, meaning to seek.

Ex. 7: sup-*ply*', at-*tempt*'.

Ex. 8: to keep the *g* hard; prefix *ad* modified to *at*; soft *c* before *e*.

Ex. 9. a: quest – request; b. guest – guess; c. consent – absent; d. supply – reply.

Dictating the Words

The following sentences are included for your convenience to use for dictating the words in context:

1. She showed serious *concern* for the safety of the *parcel*.
2. I *regret* that the *rifle* was left in the basement.
3. Will the company *consent* to *supply* the items?
4. During the *thunder* storm, the deer went over the fence with a mighty *bound*.
5. At a *glance*, you could see that the *frame* was crooked.
6. I would not even *guess* who made the last *attempt*.
7. We *trust* that your *request* will be reasonable.

In re-teaching, concentrate on combinations of letters that often cause difficulty, such as *mpt* in *attempt*, *gu* in *guess*, etc. Stress the hard *g* followed by *u* in *guess*. Underline the root word *quest* in *request* and relate it to *question* from Book 5. Note the *le* ending of *rifle*, as in *aisle* and *cattle*, and the *el* ending of *parcel*, as in *channel* and *cruel*.

FOR POOR SPELLERS

1. From the list write
 - a verb related to the noun *sense*; (consent)
 - a noun from the same root as *true*. (trust)
2. Write a word from the list that means: a. to be sorry for; b. try; c. worry; d. agree; e. provide. (regret, attempt, concern, consent, supply)
3. a. Write three words that begin with consonant blends. (trust, glance, frame)
b. Add *ed* and *ing* to each of the following and make any other necessary changes: *regret*, *frame*, *supply*, *parcel*, *glance*. (regretted, regretting; framed, framing; supplied, supplying; parcelled, parcelling; glanced, glancing)
c. Write the words that have long vowel sounds. Mark the long vowels and circle the silent *e*'s. (*rifle*, *frāme*; circle *e*)
d. Write three words that have the hard *g* sound. (guess, regret, glance)

4. Which word in the list
 - a. would form its plural in *ies*? (supply)
 - b. has three vowels? (request)
 - c. has a vowel combination? (bound)
 - d. begins and ends with the same letter? (trust)
5. Replace the underlined word or words with a word from the list.
 - a. I am very sorry that I did not agree to the plan. (regret, consent)
 - b. He fired the gun as the dog leaped over the gate. (rifle, bounded)
 - c. We could hear the roar of the guns but could not imagine the reason. (thunder, guess)
 - d. Do you have confidence in the men who deliver the packages? (trust, parcels)
6. *Fun with Words*
 - a. Omit my first letter, and I am a weapon. (glance – lance)
 - b. Drop my first two letters, and I am very low. (thunder – under)
 - c. Put my fourth letter first and I walk proudly. (trust – strut)
 - d. Change my last consonant, and I will entertain everyone. (concern – concert)

FOR GOOD SPELLERS

1. a. Write *dynamite*. Study the first syllable and tell from what language you think this word was derived. Consult your dictionary to prove your answer. (Greek, because of the *y* in the first syllable; *dunamis* – power)
b. What type of substance is dynamite? Name one use for dynamite. (an explosive; to break apart solid masses such as rock, concrete, steel, log jams, etc.)
c. Write *murmur*. What is odd about the spelling of this word? This word is imitative of the sound it represents. List three other similar words. (the first and second syllables are identical; clink, tinkle, splash, boom, bang, etc.)
d. Write three nouns that could be subject of the verb *murmur*. (winds, leaves, stream, baby, birds, etc.)
2. Write words that are antonyms for each of the following verbs: *trust*, *consent*, *regret*. (distrust or suspect, refuse or deny, be pleased)
3. a. Write four other words formed from the same root as *parcel*. (part, particle, participle, parting, department, etc.)
b. The word *rifle* is derived from a German word meaning groove. Explain the relationship in meaning. (a rifle is a gun whose barrel is grooved or formed with spiral channels)
c. Replace the *y* of *supply* with a suffix to make a word that means *to add* or *the added part*. (supplement)
4. a. Write three other words that, like *attempt*, have the prefix *ad*

modified to *at*. (attack, attach, attain, attorney, attract, attire, attention, etc.)

- b. Write two other words from the same root as *dynamite*. (dynasty, dynamic, dynamo, dynamism, etc.)
- c. The word *bound* has many different meanings. Explain the meaning in each of the following expressions: *to be bound over for trial*; *to be bound to succeed*; *to go out of bounds*; *to be bound for Europe*. (confined or held in custody; sure or certain; limits or boundaries; going to or intending to go to)

5. *Some Riddles*

- a. My last syllable is very small. (*dynamite* – *mite*)
- b. Change my first consonant, and I become a legacy. (*request* – *bequest*)
- c. I am a very precious perfume, and my name is repeated twice. (*myrrh* – *murmur*)
- d. Omit my first letter, and I am a small white heron. (*regret* – *egret*)

MOST COMMONLY MISSPELLED WORD REPEATED FROM EARLIER BOOKS: guess (3, 4)

4. a. Write **attempt**. Substitute **con** for **at**, and use both words in a sentence which tells how you tried to hide your feelings.
b. Use **rifle** in the sense of search and **rob** in conjunction with the plural of **supply**.
c. Write a phrase which uses **concerning** as a preposition, and another phrase using **concerned** as an adjective.

5. a. With the help of the dictionary write exact definitions of the words in bold type:
parcel post; a **parcel-wrapping service**; to **parcel out** the playground space.
b. With the help of the dictionary write exact definitions of each of the following: **thundering hoofs**, the **thunder** of the big guns, steal the speaker's **thunder**.
c. With the help of the dictionary write exact definitions of the words in bold type: It was a **frame-up**. The house was **framed** by the trees.

6. a. Write **request** in syllables. Underline the prefix. This word has the same origin as **require**. Using your dictionary, explain how they are related in meaning.
b. Write **request**. Replace the prefix with the prefix **in**. How are these two words related in meaning?

7. Write in syllables the two-syllable words with double consonants. Mark the accented syllables in each.

8. Explain the reason for the **u** in the spelling of **guess**; the double **t** in **attempt**; the pronunciation of the second **c** in **concern**.

9. **A play upon words**
What is the word?
a. You have a search when you drop the prefix.
b. Change only the last letter to give you a visitor.
c. Change the prefix of this one and you're away!
d. Change the prefix of this word and you've the answer.

HEALTH AND MEDICINE

physical	human	invalid	successful
cure	severe	prevent	physician
condition	diet	itch	operation
healed	its	medicine	

bacteria symptoms hygiene surgeon pneumonia

Since one's state of health is of vital importance, it is not strange that many of the most commonly used words in the language deal with the physical welfare of the individual.

1. Which nouns denote:
 - a. people? b. steps which might help to cure an invalid?
 - c. conditions which make people uncomfortable?
2. a. Use **condition** in a sentence inquiring about a friend who has just had an operation.
 b. Use **diet** in a sentence explaining why your doctor might prescribe a special diet.
 c. Use **severe** in a sentence to describe a pain you have experienced.
3. Which words
 - a. have the same root?
 - b. have only one syllable?
 - c. can be used as adjectives as well as nouns?
4. Write
 - a. the one word in the list which applies only to people.
 - b. the word which can never apply to a person.
 - c. the word which has the root *cess*.
 - d. diet. Mark off the syllables and indicate the accent.
 - e. the words with only one vowel. In what other way do these words resemble each other?

SUGGESTIONS FOR TEACHERS, UNIT 33

Introducing the Words

Pupils will be acquainted with most or all of these words through the health program. If possible, relate the unit to an activity concerning health in your community or school, such as inoculation, an epidemic, or a blood-donor clinic. Note that Unit 3 also dealt with health.

Teaching the Words

Remind the pupils of the clues that often suggest the Greek origin of words — *ch* for the *k* sound, *ph* for the *f* sound, and *y* for *i*. Have pupils find the words *physical* and *physician* in their dictionaries and the Greek roots *phusis*, nature, and *phusikos*, natural. Note the difference in pronunciation of *c*: in *physical*, *c* is pronounced *k*, in *physician*, *ci* is pronounced *sh* as in *artificial* and *special*. *Medicine* comes from a Latin word *medicus*, physician. Divide *medicine* into syllables, *med-i-cine* or *med-(i)-cine*.

Note that the silent *e* ending of *medicine* does not make the preceding vowel long as it does in *cure* and *severe*. Underline the *ere* ending in *severe*, and relate it to *here* and *sincere*. The verb *healed* has the *ea* combination for the long *e* sound.

In *condition* and *operation*, underline the *tion* ending, pronounced *shun*, as in *description* and *transportation*. Explain that there is only one *p* in *operation* since it is derived from the Latin word *opera*, meaning works.

Point out the connection between *diet* and *dies*, the Latin word for day. Stress the syllable break between the *i* and *e* in *diet*.

The word *invalid* has two pronunciations — the noun, *in'valid*, and the adjective *inval'id*. In the word *itch*, the *t* is silent, as in *catch* and *pitcher*. Write the word *successful* in syllables. Be sure the pupils hear the two sounds for *c*; the first is hard and the second soft. Relate the *ful* suffix to *beautiful* and *peaceful* taken earlier.

Prevent, a review word from Book 6, is derived from the Latin verb *venire*, to come, and is related to *invention*, *adventure*, *convention*, and *event*, taken previously. (See Unit 36, "For the Teacher".)

Its, a review word from Books 4 and 5, is always a word showing ownership. Relate *its* to *his*, *hers*, *ours*, *yours*, and *theirs*. Point out that pronouns that show possession do *not* have apostrophes.

Doing the Exercises

Ex. 1. a: human, invalid, physician; b. diet, medicine, operation; c. itch, operation.

Ex. 2: Accept reasonable examples.

Ex. 3. a: physical, physician; b. cure, healed, its, itch; c. human, invalid.

Ex. 4. a: human; b. its; c. successful; d. di'et; e. its and itch begin with the same two letters.

Ex. 5. a: (i) physical, (ii) human, (iii) successful, (iv) severe; b., c., and d. Accept reasonable answers.

Ex. 6. a: physician; b. diet; c. invalid; d. itch.

Ex. 7. a: in'valid — a person who is not physically strong; inval'id — void, not effective; b. heal; c. kind or benevolent; d. its.

Ex. 8: Be sure the stories are checked for spelling errors. Have some read orally in class and mark the rest as a language assignment.

Dictating and Re-teaching

In dictating the words in context, be sure to enunciate clearly, but do not overemphasize the difficult parts of the words or separate syllables. Have the pupils mark their own papers, but check them yourself to be sure no errors have been overlooked.

Re-teach the words that were misspelled to those who had errors. Watch for difficulties arising from *phy* of both *physical* and *physician*, the separate sounds for *i* and *e* in *diet*, the double *c* and double *s* in *successful*, and the two *i*'s and silent *e* ending of *medicine*. Look for the common error of transposing *s* and *c* in *physician*. Pupils may need to be reminded that only the contraction of the verb results in an apostrophe in *it's*.

FOR POOR SPELLERS

1. a. Write four words that may be used both as nouns and as verbs. (cure, diet, itch, condition)
b. Write the verb that is in the past tense. Write a homonym for its present tense. (healed — heel)
c. Write two nouns that end with the same suffix. Add this suffix to a verb in the list to make a noun. (condition, operation; prevention)
d. Write *human*. Add a suffix to make a noun meaning *all mankind*. (humanity)
2. a. Write all the two-syllable words in alphabetical order. (diet, human, (medicine, is not wrong here), prevent, severe)
b. Write the only four-syllable word and mark the accented syllables. (op'er-a'tion)
c. Write the verbs related to *operation* and *successful*. (operate, succeed)
d. Write the word that has five vowels. (operation)
3. a. Write a sentence about an invalid who was on a diet.
b. Write a question to inquire what medicine will cure a sore throat.
c. Write an accurate definition of *physician*.
d. Write a sentence to describe the condition of a highway after a severe snow-storm.
4. Write words that
a. end in *n*; (condition, human, operation, physician)
b. have a long *e* sound; (healed, severe)

- c. may have a prefix added to make an antonym; (human – in-human, successful – unsuccessful)
- d. have *c* with a *k* sound. (cure, condition, successful, physical)

5. a. Write the name of a scientific subject derived from the same root as *physician*. (physics)

b. Add two prefixes to *cure* to make two new verbs. (procure, secure)

c. Explain what is meant by *severe* in each of the following: *severe* punishment, *severe* weather, to look *severe*, *severe* manner of dress. (very harsh, very extreme, very serious, very plain or conservative)

FOR GOOD SPELLERS

- 1. a. List those of the Extra Words that you think are derivatives from the Greek, and give your reason. (symptom, hygiene – *y* instead of *i* in the first syllable)
- b. Write *bacteria*. *Bacteria* is derived from the Greek word *bakteria*, meaning a stick. Explain the relationship in meaning. (bacteria are tiny organisms, some of which are shaped like tiny sticks)
- c. Write *surgeon*. This word is of French origin. Why must the *e* remain in the word even though it is silent? (the *g* is soft; if followed only by *o* it would become hard)
- d. Write *pneumonia*. The Greek word for lung is *pneumon*. With this clue, what is the meaning of *pneumonia*? (a disease of the lung)

- 2. a. Write the words that have the soft *g*. Underline it. (hygiene, surgeon)
- b. Two words have silent consonants. Circle them. (itch, pneumonia; circle *t*, *p*)
- c. Write two plural nouns from the Extra Words, and the corresponding singular forms. (bacteria – bacterium, symptoms – symptom)
- d. Write three Extra Words that have two syllables. Write the words in syllables and mark the accent. (symp'toms, hy'giene, sur'geon)

- 3. a. Explain the difference between a surgeon and a physician. (a surgeon is a doctor who performs operations, a physician is a doctor of medicine who does not perform surgery)
- b. List several symptoms that are common to many diseases. (fever, sore throat, headache, etc.)
- c. Write a suitable definition for *hygiene*. (e.g., a system of principles or rules for promoting good health)
- d. Write a noun that you associate with each of the following: *diet*, *bacteria*, *medicine*, *invalid*, *pneumonia*. (food, weight, etc.; germs, disease, etc.; prescription, cure, etc.; illness, nurse, etc.; hospital, lungs, etc.)

4. a. *Symptoms* is derived from two Greek words, *sym* – together, and *piptein* – to fall. Write three other words that begin with the Greek prefix *syn*. (synonym, synchronize, syncopate, syndicate, synthesis, synthetic, etc.)
b. List at least three subjects at school or university that use the word *physical* as part of their names. (physical education, physical science, physical geography, physical therapy, etc.)
c. *Healed* is derived from Old English *haelan*, to heal, from *hal*, whole or sound. List three words related in meaning and derivation to *healed*. (hale, whole, health, holy, etc.)
5. Bacteria are very important organisms but may be grouped as beneficial or harmful. Under these two headings, describe at least two examples of each. Consult reference books in health and science. (beneficial – decaying of organic matter, vinegar, penicillin, etc.; harmful – cause food spoilage, infection, communicable diseases, etc.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: severe, medicine, successful

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: its (4, 5), prevent (6)

5. a. Write the appropriate word from the list to modify each of the following:
(i) condition, (ii) treatment, (iii) operation, (iv) a cold.
b. Use **prevent** as the predicate or part of the predicate in a sentence explaining the purpose of a certain medicine.
c. Write a slogan advocating the prevention of poor health through proper **physical** exercise.
d. Write a one-line advertisement for a **cure** for an itchy skin condition.

6. Answer with a word from the list:
a. Who is qualified to prescribe medicine?
b. What might a physician prescribe for overweight?
c. Whom would the physician treat?
d. What is an effect of poison ivy?

7. a. Write **invalid** twice. Mark the accent which differentiates two common meanings of **invalid**. Define the two words.
b. Write **healed** and the present tense of **healed**. Box the ea in each case.
c. Write **human**. Add e, and define the new word.
d. Write the word which is a pronoun indicating ownership.

8. Pictured below is a modern dispensary in a modern drugstore. Write a story about how the skill of this pharmacist in carrying out the prescription of a physician saved someone (perhaps a member of your family) from a severe illness or operation.



MORE ABOUT THE LAW

demand**instance****advice****signature****deed****command****arrest****policy****argument****issue****damages****appeal****declare****government****notify****contingency****tissue****contracts****threatened**

Everyone has some business with lawyers and the law. Many legal terms have become part of everyday speech and writing.

1. Use words from the list in your answers to the following:

- What must appear on any legal document setting forth an agreement?
- What is the meaning of **deed** in the legal sense?
- What might a court award to someone who has been injured by another either in person or in character?
- If you are not satisfied with the judgment of one court, what may you do?
- If you asked your lawyer's opinion, what would he give you?
- Which body makes the laws of a country?

2. Write

- two words with the same root. Write another word which is connected with the courts and which can be formed by changing the prefix of the two words above.
- declare** and the related noun.
- notify** and the past tense of **notify**.
- appeal** and the past tense of **appeal**.

3. a. Write **appeal** and **arrest**. Account for the double letters.
 b. Write **advice**. How does **advice** resemble **arrest**?
 c. Write **demand** and **declare**. Explain how these words resemble each other.
 d. Write **issue** and the present participle of **issue**. What happens to the final e in the participle?

SUGGESTIONS FOR TEACHERS, UNIT 34

Introducing the Words

As the introductory paragraph states, these words are terms used mainly in legal affairs, rather than in criminal law, as in Unit 26. Most pupils will not have had experience with these words except through television plays or newspaper articles. Be sure pupils understand that legal assistance is needed for many business transactions, and is not confined to court cases and crime.

An interesting approach might be a report by some of the better students on law as a profession and on the services a lawyer provides to the community. Limit this report to five minutes or have it given in a language period preceding the lesson, as the prime objective is to teach the spelling of the words.

Teaching the Words

Wherever possible, group for study the words that are related. In *demand* and *command*, underline the common root *mand*. Note the prefix *ad* on *advice*, and point out that the prefix *ad* has been modified to *ar* in *arrest*. In *appeal*, the root word is *appelare*, to call, and *ap* is not a prefix. *Instance* and *declare* both have prefixes.

Soft *c* is found in *instance*, *advice*, and *policy*. Have pupils find the long *u* sound in *signature*, *argument*, and *issue*. Relate the *ue* ending of *issue* to *argue* and *true*, and point out that the silent *e* of *argue* is dropped when the suffix *ment* is added to make the noun *argument*. In *deed*, the long *e* sound is made by *ee*, but in *appeal*, by *ea*. In *notify* the final *y* has the long *i* sound as in *sky*, *dry*, etc.

Pupils will see the words *nature* in *signature*; *ages* in *damages*; *govern* in *government*. It is interesting to note that *demand*, *command*, *arrest*, *deed*, *issue* and *appeal* can all be either nouns or verbs.

Doing the Exercises

Ex. 1. a: signature; b. policy; c. damages; d. appeal; e. advice; f. government.

Ex. 2. a: demand, command; remand; b. declaration; c. notified; d. appealed.

Ex. 3. a: In *appeal*, the double letters are in the root *appellare*; in *arrest*, the prefix *ad* has been modified to *ar*; b. both have prefix *ad* or a modified form of it; c. both have the prefix *de*; d. issuing; e is dropped when *ing* is added.

Ex. 4. a: signature, argument, advice; b. (i) instance, (ii) policy, (iii) issue, (iv) argument; c. clarify.

Ex. 5. a: Accept reasonable examples; b. e.g., command performance; c. e.g., to arrest the disease; d. government policy; or a sentence that adequately expresses the meaning; e.g., The government adopted a policy of continuous aid to the underdeveloped region.

Ex. 6. a: appeal, issue, deed; b. advice, instance; c. argument, government; d. damages; e. instance.

Ex. 7: The written exercises are of value only if they are checked carefully and corrected. Be sure to comment favourably on well-written paragraphs, and encourage the pupils to be original in their creative writing.

Re-teaching and Practice

Include in your dictation any review words that have been a source of difficulty to your class. Vary the pattern of dictation occasionally by dictating short sentences or paragraphs, but be sure the Extra Words used are not above the grade level. Check all errors, but re-teach only the misspelled words from the list, since they are your primary concern at this time.

Re-teach to eliminate errors made by your pupils. *Advice*, *argument*, and *government*, review words taught in earlier units but all among those most commonly misspelled, will need special stress. Teach that the noun *advice* ends in *ce*, pronounced *s*; that *argument* drops the *e* of *argue* when *ment* is added; that *n* comes between *r* and *m* in *government*.

FOR POOR SPELLERS

1. Write the words from the list that
 - a. end in silent *e*; (instance, advice, issue, declare, signature)
 - b. begin and end with the same letter; (deed, demand)
 - c. have the long *i* sound; (advice, notify)
 - d. have three consonants together; (government, instance)
 - e. have double consonants. (command, issue)
2. Which word
 - a. has only one syllable? (deed)
 - b. contains a small word that tells what you do when you are tired? (arrest – rest)
 - c. is a plural noun? (damages)
 - d. is the same spelled backwards or forwards? (deed)
3. Explain the meaning of each underlined word:
 - a. (i) He did a good deed. (ii) I gave the lawyer a deed.
 - b. (i) Their policy was not to accept gifts. (ii) The man took out a policy against theft.
 - c. (i) The food did not appeal to me. (ii) I will appeal the decision.
 - d. (i) Have you read this issue? (ii) Will he issue a command?
 - e. (i) He declared it was not true. (ii) I declared my purchases at the customs.
4. Write
 - a. *instance*, and a noun formed by substituting a consonant for *ce*; (instant)
 - b. *signature*, and its related verb; (sign)
 - c. *issue*, and replace *is* with a prefix; (pursue)

- d. *government*, and the related noun that names a man; (governor)
- e. *deed*, and add a prefix to make an adverb. (indeed)

5. Using the underlined words, make a statement about

- a. a good deed you saw someone do;
- b. damages resulting from an automobile accident;
- c. a signature on a letter that no one could read;
- d. the reason why police arrest anyone.

FOR GOOD SPELLERS

- 1. a. Look up *contingency* in your dictionary. Write it and then use it in a sentence, explaining why most swimming pools employ lifeguards.
- b. Write *tissue*. Underline the part of the word that is a word in the list. Use your dictionary to discover whether these two words have the same root. (*tissue* – *issue*; *issue* is from Latin *exire*, to go out; *tissue* is from Latin *texere*, to weave)
- c. Write *contracts*. How are the nouns *contracts*, *deeds*, and *policy* all related in meaning? (all are written documents that contain agreements signed by people concerned)
- d. Write *threatened*. Write the present tense of this verb and its related noun. (threaten, threat)

- 2. a. Write two plural nouns from the list. Use the singular form of each as a verb. (damages, contracts; damage – to injure or harm, contract – to draw together or shorten)
- b. Find in your dictionary the interesting derivation of the word *policy*. (Latin, *polyptycha*, an account book)
- c. Write three or four words ending in *ify*. (purify, qualify, pacify, terrify, signify, etc.)
- d. Write three or four words that have the *ea* combination with a short *e* sound, like *threatened*. (bread, thread, breath, death, spread, etc.)

- 3. a. Name several types of tissue commonly seen. (handkerchief tissue, toilet tissue, skin tissue, plant tissue, cloth, etc.)
- b. Name three or four places where a signature is necessary. (cheque, will, deed, driver's licence, contract, etc.)
- c. What is meant when you say an agreement is *contingent* upon certain changes? (dependent or conditional)
- d. Write a sentence about a broken window, using *threatened* and *damages*.

- 4. Explain what is meant by the underlined words.
- a. The sky threatened rain all day. (gave warning of)
- b. The players arrested the ball in motion. (stopped)
- c. She wore a dress of gold tissue. (cloth interwoven with gold threads)
- d. The customs asked us to declare our purchases. (list for the purpose of paying duty)
- e. Do you have that issue of the magazine? (copy)

5.
 - a. In one or more sentences, describe one instance which you think might be called a contingency.
 - b. Explain briefly why one must be very careful when signing a contract.
 - c. Name three times when an average family might need the advice of a lawyer.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: advice, argument, government

4. a. Write nouns from the list which are derived from **sign**, **argue**, **advise**.
b. Write words from the list which correspond to the following definitions:
(i) example, (ii) document containing contract of insurance, (iii) point in question, (iv) reason given (for or against something).
c. Write **declare**. Write a related word meaning **make clear**.
Clue: It ends like **notify**.

5. a. Give an example of an **heroic deed**.
b. Illustrate in words the use of **command** as an adjective; for example, tell about a performance of a stage show especially for the Queen.
c. Use **arrest** in the broader sense of **stop**.
d. Write **policy**. Use **policy** with **government** to mean **course of action adopted by a government or an institution**.

6. Write a word from the list which illustrates
a. the principle that when two vowels appear together the first is often long and the second silent.
b. the principle that **c** is soft when followed by **e**.
c. the addition of a suffix to a verb to make a noun.
d. the use of soft **g**. e. the use of the prefix **in**.

7.



Write a paragraph about this scene, telling either what is happening or what led up to the incident. Perhaps the man has been unjustly accused of something. How did this happen? What will he do now? Or you may prefer to write the dialogue which is taking place between the arrested man and the policemen.

MORE VERBS

describe
choose
disappear
chosen
behave
apologize
dying
tying
earn
realize
refused
using
appreciate
disappointed

embarrassing
shaving
precious
counsel

1.
 - a. Write the present participles of **tie** and **die**. Explain how the participle is formed.
 - b. Write the present tense, the past tense, and the past participle of the verb **choose**. What do you notice about the vowel in the past tense and the past participle?
 - c. Write **use** and its present participle. What happened to the **e** of the original word when the participle was formed?
 - d. Write **behave** and its present participle.
 - e. Write two more verbs from the list which form present participles in the same way.
2.
 - a. Write all the verbs which appear in the list in the past tense.
 - b. Write their present participles.
 - c. Write all the verbs which appear in the present tense in the list. Now write the past tense of these verbs.
3.
 - a. Write **realize**. Divide **realize** into syllables and indicate the accent. What is notable about the syllabication of **realize**?
 - b. Write the other verb in the list which has the same suffix as **realize**. What noun is related to this verb?
 - c. Which verbs have the prefix **dis**? Write these verbs again. Remove the prefixes and write the new verbs.
 - d. Write **refused** and the noun which has the same form as the singular of the verb. Mark the accent on both the noun and the verb, and note the difference in accent.
4.
 - a. Write **appreciate**. Explain why the **p** is doubled. Substitute **de** for the prefix. Define the new word. Why is the **p** not doubled in the new word?

SUGGESTIONS FOR TEACHERS, UNIT 35

Teaching the Words

The pupils have already had a good deal of practice with verbs and verb forms. Relate this unit to Unit 23, where pupils learned and used various verb forms. Examine the new verbs, and group them under Present, Past, Present Participle, and Past Participle. Exercises 1 and 2 give pupils practice writing the other forms for each verb listed. This might be done on the chalkboard during the introduction.

Examine the words in each group for structural difficulties. *Describe*, *behave*, and *appreciate* each have a prefix, and *disappear* has two prefixes, *dis* and *ap*. Two other words, *apologize* and *realize*, seem to have prefixes but haven't. *Apologize* is from the Greek *apologia*, meaning defence; *realize* is from Latin *realis*, adjective from the noun *res*, thing. Divide *realize* into syllables, *re'al-ize*, so that pupils hear the separate sounds for *e* and *a*. Point out that *behave* is really *be have*, but when the two words are joined the *a* in the last syllable changes to the long *a* sound.

Note the two sounds for the *ea* combination — the long *e* sound in *disappear* and the sound of *e* as affected by a following *r* in *earn*. In *appreciate*, underline *ci* pronounced *sh* as in *physician* and *special*.

Teach that the past tense and past participle of *choose* drop one *o*, and the remaining *o* is long. *Tying* and *dying* are present participles of verbs ending in *ie*, pronounced long *i*. Let pupils suggest that *y* is used in the present participle to avoid two *i*'s coming together.

Doing the Exercises

Ex. 1. a: *tying*, *dying*; *i* is changed to *y* and *e* is dropped; b. *choose*, *chose*, *chosen*; one *o* is omitted, and the remaining *o* is long; c. *using*; the *e* is omitted; d. *behaving*; e. *describing*, *apologizing*, *realizing*, *refusing*, *appreciating*.

Ex. 2. a: *refused*, *disappointed*; b. *refusing*, *disappointing*; c. *describe* — *described*, *choose* — *chose*, *disappear* — *disappeared*, *behave* — *behaved*, *apologize* — *apologized*, *earn* — *earned*, *realize* — *realized*, *appreciate* — *appreciated*.

Ex. 3. a: *re'al-ize*; the *e* and *a* are pronounced separately; b. *apologize*; *apology*; c. *disappear*, *disappointed*; *appear*, *appointed*; d. *refuse*; n. — *ref'use*, v. — *re-fuse'*.

Ex. 4. a: Latin prefix *ad* modified to *ap*; *depreciate* — to lose value; this prefix is *de* and joins the root *preciate*. b. *appreciative*; *grateful* for or valuing something.

Ex. 5. a: *appreciate*; b. *realize*; c. *choose*; d. *disappear*; e. *describe*; f. *dying*, *tying*.

Ex. 6: Make sure that complete sentences are used.

Ex. 7. a: *fastening* a boat securely; relating one reason to another; making the score even; b. *a-pol'o-gize*, *ap-pre'ci-ate*.

Ex. 8: This exercise might be correlated with a lesson on courtesy letters. Show your appreciation of the well-written letters by having

them placed on display on the bulletin board. Try to find something praiseworthy in each letter.

Re-teaching

Follow the procedure for dictating in context. Re-teach whenever and wherever necessary. Emphasize the words and parts of words that pupils misspelled. Use the exercises "For Poor Spellers" to give additional practice to those pupils who require it.

FOR POOR SPELLERS

1. Write the words that
 - a. end in silent *e*; (describe, apologize, choose, behave, realize, appreciate)
 - b. have double consonants; (disappear, appreciate, disappointed)
 - c. begin with a vowel; (apologize, earn, using, appreciate)
 - d. have vowel combinations. Underline them in each word. (choose, disappear, earn, disappointed; underline *oo*, *ea*, *ea*, *oi*)
2. Write the word that means
 - a. to select; (choose) b. to act; (behave) c. to merit; (earn)
 - d. employing. (using)
3. a. Write the two forms of the same verb. Write the related noun. (choose, chosen; choice)
b. Write the verbs *appreciate* and *realize*. Add a suffix to each of them to make a related noun. What other change was necessary? (appreciation, realization; drop the silent *e*)
c. Write *describe*, *disappear*, *apologize*, and *refused*. Write the related noun, and underline the part that is found in both parts of speech. (description, disappearance, apology, refusal)
4. a. Use *realize* in a sentence about studying for examinations.
b. Use *chosen* in a sentence to tell how the class president was put into office.
c. Use *tying* in a question about the score of a game.
d. Using a word from the list, write a command a teacher might give to a rude pupil. (apologize)
5. a. Write words that contain the following small words: *ear*, *rib*, *hose*, *log*, *sing*. (earn, describe, chosen, apologize, using)
b. Write words that are antonyms for *living*, *saving*, *spend*, *underestimate*. (dying, using, earn, appreciate)

FOR GOOD SPELLERS

1. a. Write *embarrassing*. Write the present tense of the verb in syllables, and mark the accent. Write the related noun. (em-bar'rass; embarrassment)
b. Write *shaving*. Write the present tense of this verb. Find the derivation. (Old English, *sceafan*)
c. Write *precious*. What part of speech is this word? Use it with two suitable nouns. (adjective; gems, china, keepsake, etc.)

d. Write *counsel*. Underline the *sel* ending. Look in your dictionary to find the reason for this. (from Latin, *consulere*, to consult)

2. a. *Embarrassing* has two pairs of double consonants. Write at least three other words that have this feature. (committee, accommodate, address, happiness, occurred, etc.)
b. Use the word *counsel* as a noun and as a verb. (n. – advice; v. – advise)
c. Write the noun related to *behave*. Use it in a sentence with one of the Extra Words as a modifier. (embarrassing behaviour)
d. *Disappointed* and *disappear* have double prefixes. Write two other examples of double prefixes, underlining the first prefix with one line, and the second with two. (readjust, reinforce, reinsure, disapprove, disinfect, etc.)

3. Re-write the following sentences, replacing the underlined words with others having the same or similar meanings.
a. It was a most embarrassing accident. (disconcerting happening, etc.)
b. She was dying to meet them. (anxious, etc.)
c. The chalk described a complete circle. (traced, outlined, etc.)
d. It was such a close shave, I shook with fright. (near accident, etc.)
e. It happened in the dying moments of the game. (at the very end)

4. a. Look up the Latin derivation of the verb *use*. Write three other words from this same root. (*uti*, to use; utility, utensil, usury, abuse, etc.)
b. *Apologize* is from two Greek words. Look up the meaning of them and show how *apologize* got its meaning. (*apo* – away, *logia* – a discourse; a speech in defence of something)
c. *Describe* comes from the prolific Latin root *scrib* in *scribere*. Write at least five other words from this root. (script, inscribe, prescribe, subscribe, conscript, subscription, etc.)
d. Write five adjectives that, like *delicious*, end in *ious*. (precious, anxious, curious, religious, conscious, glorious, studious, previous, etc.)
e. Write three words from the list and their homonyms. (choose – chews; dying – dyeing; earn – urn)

5. a. People differ in their opinions of what they call “precious possessions”. List two abstract human possessions you think are precious, and give your reasons. (good health, peace of mind, freedom, friendship, etc.)
b. Explain “A wise man keeps his own counsel”. (A wise man does not tell other people anything about his affairs: one never knows who might pass something along, or to whom.)

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: describe

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: choose (6), disappear (5, 6), chosen (6), disappointed (5, 6)

b. Write appreciate. Form an adjective from appreciate by substituting ive for the verb ending. Give an example of the meaning and use of this adjective.

5. Write an example of

- the sound of sh spelled ci.
- adjacent vowels which are sounded separately.
- a verb which changes the internal vowel to form its past tense.
- a verb which becomes its own antonym when the prefix is removed.
- a word derived from Latin scribo, I write.
- ie changing to y before a vowel.

6. Using at least one word from the list in each, write a statement explaining

- how children should conduct themselves at school.
- the proper thing to do when you have made a public error.
- what happens to a morning mist when the sun rises.
- how you felt when you were not allowed to do something you had counted on doing.

7. a. Explain carefully what is meant by the following; tying up at the dock; tying one reason in with another; a goal tying the score.
b. Write in syllables the two words beginning with the letter a. Underline the third syllable in each word.

8. Write a note to your club leader expressing your appreciation of being chosen to give a vote of thanks at the annual banquet. Unfortunately you must refuse since you realize that the banquet is the night before examinations begin. Express your regret and disappointment.

ALWAYS PROOF-READ CAREFULLY! Check for spelling, punctuation, and good sentence structure.

ANOTHER REVIEW

Study these review words and those in your personal spelling list in the same way as you do new words. Follow the study steps in trying for complete spelling mastery.

attempt	concern	appreciate	siege	conquered
severe	medicine	independent	parcel	condition
advice	appeal	physician	issue	successful
century	describe	disappointed	dying	argument
consent	request	government	guess	realize

1. a. Write **consent** and **concern**. Notice s in one and c in the other to spell the same sound. The reason for the difference is to be found in the roots of the two words. Write **consent** and **concern** again, underlining the roots. If necessary, use the dictionary to find the roots.
 b. Write three more words in which **c** is soft.
 c. Write **guess**. Explain the presence of **u** in **guess**.
2. Write
 - disappointed**. Find the root by dropping two prefixes and the ending. Underline the root. Form a noun by substituting **ment** for **ed**.
 - attempt** as the subject of a sentence.
 - government** and an adjective formed by adding **al**.
 - dying** and the present tense of the verb.
3. a. In a sentence explain the relation of a **physician** to the health of a patient.
 b. In a sentence explain why people take **medicine**.
 c. Write **siege** and explain what is meant by the expression "a long **siege** of illness".
 d. Use **describe** in setting an examination question in literature.

SUGGESTIONS FOR TEACHERS, UNIT 36

Presenting the Words

Remember to add to the review unit any other words that gave considerable difficulty in your class. Pre-test the words to find which ones need to be re-taught and which pupils need extra help in overcoming errors. The following sentences give the words in context for your convenience, if you wish to use them.

1. The *physician* prescribed *medicine* for the *dying* man.
2. The *government* was *successful* in its *appeal* for higher taxes.
3. They will *issue* a *request* without the mayor's *consent*.
4. During the *siege*, the troops *conquered* the city without blood-shed.
5. Would you *describe* the *condition* of the *parcel* on its arrival?
6. Do not *attempt* an *argument* that is of no *concern* to you.
7. Can you *guess* the *century* in which Napoleon became famous?
8. I *appreciate* work done by an *independent* company.
9. I *realize* that she had a *severe* attack of pneumonia.
10. My neighbour was *disappointed* to hear his lawyer's *advice*.

Group the misspelled words for re-teaching. Use every available means to emphasize the parts of each word that gave difficulty in your class. The following are some suggestions for overcoming some of the common structural difficulties in these words, but use them only if they suit your situation.

Attempt, *appeal*, *appreciate*, and *disappointed* all have *a* followed by the double consonant, because all have the modified form of the prefix *ad*.

Silent *e* makes preceding vowels long in *severe*, *advice*, *describe*, *appreciate*, and *realize*. Note that *medicine* is an exception to the principle, and underline both *i*'s for emphasis.

Soft *c* is found in *advice*, *century*, *concern*, *medicine*, *parcel*, and *successful*. In *appreciate* and *physician*, the sound of *sh* is spelled *ci*. Circle or capitalize the *s* in *consent*, as pupils sometimes use the soft *c* in error.

Issue, *guess*, and *successful* all have double *s*; in *issue*, the double *s* is usually pronounced *sh*. Note the long *u* followed by silent *e* in *issue*, the hard *g* followed by *u* in *guess*, and the prefix *suc* and the suffix *ful* in *successful*.

Appeal and *siege* have vowel combinations with the long *e* sound. Note the difference, however, in the spelling of the sound. *Request* and *conquered* have the *qu* combination. Underline the *er* in *concern*, *government*, and *conquered*, and emphasize that *century* has *ur*.

Enunciate clearly and have pupils divide into syllables the words *government*, *realize*, and *argument*. Underline the *n* in *government*, the *e* and *a* pronounced separately in *realize*, and mark for special emphasis the long *u* in *argument* and the fact that the *e* of *argue* was omitted when the suffix was added.

Continue dictating and re-teaching until most of the pupils can spell

every word correctly. Be sure to include all pupils in the final dictation to ensure that the pupils have maintained mastery of the words.

Doing the Exercises

Ex. 1. a: underline *sent, cern*; b. advice, century, medicine, parcel, successful; c. to keep the *g* hard.

Ex. 2. a: underline *point*; disappointment; b. e.g., The attempt was successful; c. governmental; d. die.

Ex. 3. c: a prolonged illness.

Ex. 4. a: issue; b. successful; c. independent; d. medicine.

Ex. 5. a: *re'al-ize*; b. appreciate, appeal, consent, request; c. severe, independent, successful; d. argument.

Ex. 7. a: conquest; b. centurion; c. persevere.

EXTRA HELP

Ex. 1. a: box *de*; deprecate; b. succession – a following of things in order; c. issue; d. issue, and physician or appreciate.

Ex. 2. a: guess, attempt, consent, request; b. undying, unsuccessful, unconquered; c. severely, independently.

Ex. 4. a: realize; b. issue, appeal; c. disappointed; d. conquered, request.

Ex. 5. a: consent, concern, conquered, condition; b. government, argument; c. attempt, advice, appeal, appreciate, disappointed; d. severe, advice, appreciate, issue, realize, describe; e. medicine.

FOR GOOD SPELLERS

Ex. 1. a: physics – a branch of science dealing with laws and properties of matter; physiography – physical geography; physically – regarding the body; physiology – the study of plant and animal life; physique – body structure or constitution; etc.; Greek; b. precious, praise, appraise, prize, price, etc.; c. Latin *dicere*, to declare; diction, dictate, predict, etc.

Ex. 2. a: vigour, healthfulness, etc.; disease, illness, ailment, etc.; b. n. – undertaking, enterprise, endeavour, initiative, etc.; v. – to undertake, to set about, to endeavour, to strive, etc.

Ex. 3. a: the right or power of a chief executive to forbid or prohibit the enactment of measures passed by the legislature; Latin, *I forbid*; b. sentient – capable of perceiving or feeling; sentiment – emotion or feelings respecting some person or thing; resent – to feel angry or provoked at someone or something; all are from the same Latin root meaning *feel*.

Ex. 4. a: subdued, conquered, mastered, subjugated, overpowered, vanquished, beaten, overthrown, etc.; b. He was a success in his job; The man succeeded in doing good work; The man's work showed continued success; He was a master at his work; He succeeded in doing his work well; etc. c. The day ended; daylight disappeared; the day was over; day changed to night; etc.

Ex. 5. a: Use examples in the text as illustrations. Encourage good students to use their imagination and ingenuity in composing original sentences.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: severe, advice, medicine, describe, independent, siege, conquered, successful, argument

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: disappointed (5, 6), guess (3, 4)

FOR TEACHERS ONLY

Pupils who are intelligent and interested in language should be encouraged to enrich their vocabulary and their knowledge of the structure and use of English. Many idioms use ordinary words with meanings quite outside their common or general use. Eyeing an object or a person is different from merely looking at it; slang is full of picturesque and unusual uses of words, and has given the language many vivid idioms that are now accepted as good usage.

Bright children are interested in tracing the derivation and history of words, and are delighted to discover that sometimes the original meaning of a word or phrase can cast light on its present meaning, and give depth and variety to the commonplace in speech. On the other hand, often a word has moved far from its original meaning. Through its many changes of meaning it can provide insights into the general development of language, and also into the timelessness of human foibles. An example is what has happened to the word *presently*, which in Shakespeare's time meant *immediately, right away*, and as late as a generation ago meant *in a little while, by and by*, a shift in meaning that reveals man's tendency to procrastinate. Today the word is taking on the meaning of *at present, at this time*. Good students will be interested in finding examples of the three progressive meanings. Point out that we can't always understand the meaning of a word from its derivation. *Ambulance* and *villain* and scores of other words have departed so far from their origins that trying to derive a meaning from the original results in the absurd. *Absurd* itself is another example of the same kind of thing. *Prevent*, in its everyday sense, has undergone a narrowing of meaning: to have someone come before (*prae venire*) can be either a guide or a hindrance; but the positive sense survives only in prayers, etc.; e.g., "Prevent us, O Lord, in all our doings...."





4. Which word
 - a. has ss spelling the sound of sh?
 - b. has a modified form of the prefix sub?
 - c. is formed by the addition of a prefix and suffix from the word meaning **rely for support**?
 - d. is the name given to a **drug or remedy**?
5. a. Write **realize** in syllables and then as a whole word.
b. Which words in the list have the same roots as **precious**, **repeal**, **dissent**, **inquest**?
c. Write three adjectives from the list.
d. Write the noun which drops the final e of the verb stem before adding the noun suffix.
6. a. Use **parcel** in a sentence requesting that a **parcel** be gift-wrapped.
b. Use **condition** as the subject of a sentence giving information about the progress of an invalid who has just had a successful operation.
c. Using the word **century**, state what you consider the most outstanding achievement of man in the twentieth century.
d. Use **conquered** in a sentence explaining the reason for Gagarin's fame.
7. Word play
 - a. Take the prefix of **concern**, and the root of **request**. You'll have the noun related to **conquered**.
 - b. Substitute the last three letters of **condition** for the suffix of **century** and you'll have a Roman officer.
 - c. Prefix **severe** with **per** and you'll have good advice.

REMEMBER —————

Review the words in your own spelling list.



Extra Help

1. a. Write **describe**. Box the prefix. Substitute this prefix for the prefix of **appreciate**.
b. Write **successful**. Form a noun by changing **ful** to **ion**. Define the new word.
c. Write **argument**. Which word in the list ends like the verbal form of **argument**?
d. Write two words which illustrate two different spellings for the sound **sh**.
2. a. Use the dictionary to help you write the words which are synonyms of: **conjecture**, **endeavour**, **concurrence**, **ask**.
b. Write **dying**, **successful**, **conquered**. Give these words a negative meaning by attaching the prefix **un**.
c. Form adverbs from **severe** and **independent**.
3. Write
 - a. **appreciate** in a sentence expressing appreciation for a kindness a friend has done for you.
 - b. **physician** as it appears in the notice on the door of a doctor's office.
 - c. **siege** in an order to an officer to lift the **siege** of a fort.
 - d. **parcel** in a request to the drugstore for a **parcel** to be delivered by a certain time.
4. Which word
 - a. has adjacent vowels, both of which are sounded?
 - b. has adjacent vowels, the first of which is long and the second silent?
 - c. contains the vowel combination **oi**?
 - d. uses **qu** to spell the sound of **k**? uses **qu** as the sound of **kw**?
5. Write the word or words
 - a. with the prefix **con**. b. with the suffix **ment**.
 - c. with the prefix **ad** or a modified form of the prefix.
 - d. in which final **e** makes the preceding vowel long.
 - e. which is an exception to the rule illustrated in (d).

For Good Spellers

1. a. Write and define three more words which begin **phy**. From what language are all these words derived?
b. Using the dictionary write three or four words from the same root as **appreciate**. Clue: Find the root by removing prefix and suffix.
c. Find the root of **condition**. Build two or three words containing this root.
2. a. Write a noun which expresses the idea of good health, and one which expresses the idea of poor health.
b. What are two synonyms of **attempt**, *n.*, and of **attempt**, *v.*?
3. a. The Governor-General may **veto** a bill or he may give his consent to it. Find the meaning of **veto** in its original language. From what language was it borrowed?
b. Words related to **consent** are **sentient**, **sentiment**, **resent**. Define these words and point out the common element of meaning in them.
4. a. List three or more verbs which indicate the result of conquest, e.g., **overcome**, **defeated**.
b. Without changing the general meaning rewrite the following sentence in at least three different ways: The man was successful in his work.
c. Do the same for this sentence: It was the end of the day.
5. For fun
 - a. Write a sentence in which every word begins with the last letter of the preceding word, e.g., **Mary yells shrilly**. Try a longer sentence, but make sure it makes sense and is properly constructed.
 - b. Write a sentence in which every word begins with a letter of your name: e.g., **John owns his net. Smith must irritate the heirs.**

MORE WORDS ABOUT SPORTS

curling	badminton	activity	bait
action	gymnasium	advantage	amusement
aboard	losing	official	lose
	altogether	occurred	
wrestling	hoarse	banquet	goggles
			scent



- What game is illustrated above?
 - Which of the games mentioned above could be played in a gymnasium?
 - In what part of the school might you play volleyball? basketball?
 - Write the plural form of **gymnasium**. Check your work with a good dictionary. You may find two different plural forms.
 - What adjective is used to describe the rules of a game which are observed in league play?
- Write **gymnasium** and the clipped form of **gymnasium** which is in common use.
Use the dictionary to find out from what language **gymnasium** is borrowed.
 - Which two nouns in the list are derived from the same root? What is the root? Write an adjective also derived from this root.
 - Write **amusement**, its related verb and adjective.

SUGGESTIONS FOR TEACHERS, UNIT 37

Introducing the Unit

The picture in the text could produce a lively discussion about the popular sport of curling, and from this, pupils could suggest other indoor sports, such as basketball and badminton. In this way, the words in the list will be used in context and listed on the chalkboard. Be on guard to keep the discussion short and purposeful, as pupils tend to be enthusiastic about sports, and love to talk about them.

Teaching the Words

Several pairs of related words are included in this unit, and should be grouped for teaching. *Lose* and *losing*, both review words from Book 6, are the present tense and present participle of the same verb. (Remind pupils about the principle of dropping the *e* before *ing*.) Stress the *oo* sound of *o* in each, and the *z* sound for *s*. *Action* and *activity* are two related nouns from the root *act*, and may be used almost synonymously.

Official and *occurred*, review words from previous units, have the prefix *ob* modified to *of* and *oc* to make the double consonants in each word. Note also the *ci* with the *sh* sound in *official*, *appreciate*, and *physician*. Have pupils tell why the *r* in *occur* is doubled when a suffix is added. Such doubling occurs as a rule only when the accent falls on the second syllable.

Aboard may be used as either an adverb or a preposition, and means *on board*. The adverb *altogether*, a review word from Unit 16, is often misspelled. One *l* of *all* was dropped to make the compound word but some pupils may persist in using two. *Bait* has *ai* for the long *a* sound, and was derived from the word *bite*.

Amusement and *advantage* are both derived from French. *Amusement* is from the French verb *amuser*, to amuse, and *advantage* from *avantage*, from the French root *avant*, meaning before. Note that a *d* has been inserted in our word to make it *advantage*, but this is *not* the Latin prefix *ad*.

Pupils should be able to tell you that *gymnasium* comes from Greek, because of the *y* in the first syllable. Divide *gymnasium* into syllables and be sure all the letters are clearly enunciated – *gym-na'si-um*.

The pupils may be interested in the origin of the two sports in the list. *Badminton* was named for the residence of the Dukes of Beaufort in England. It is a court game, played by batting a shuttlecock or "bird" over a net with a light-weight racket. *Curling* originated in Scotland, and is a game played on ice. A team of four players delivers eight rocks or curling-stones towards the centre of a circular target or "house". Brooms are used to clean and polish the ice in front of the rock as it "curls" toward the "house".

Doing the Exercises

Ex. 1. a: curling; b. badminton; c. gymnasium; d. gymnasia or gymnasiums; e. official.

Ex. 2. a: gym; Greek; b. action, activity; act; active; c. amuse, amusing; d. lose, losing; e. occurred.

Ex. 3. a: official; b. lose, losing; c. aboard; d. aboard, bait; e. curling, action, activity, occurred.

Ex. 4. b: to lure fish to swallow the hook; c. e.g., fair to all competitors; d. exercise and fellowship of team play; e. All aboard!

Ex. 5. a: altogether; b. amusement; c. gymnasium; d. badminton; e. advantage.

Ex. 6. a: from Icelandic *beita*, to feed; English word *bite*; a fisherman puts bait on a hook to lure the fish to bite at it and be caught; b. tormented or teased.

Ex. 7. a: curling hair, curling wire, etc.; b. one in authority; c. e.g., altogether useless.

Ex. 8. a: officially; the last letter is *l* and the adverbial suffix is *ly*; b. to keep the vowel *u* short; recurred – to happen over and over.

Ex. 9. a: of-fi'cial, ac-tiv'i-ty, gym-na'si-um.

Ex. 10: This exercise might be used as a language exercise to be handed in. Show appreciation for original ideas and creative writing as well as for correct spelling and neatness.

Dictating and Re-teaching

The following are suggested as sentences to be used for dictating the words in context.

He quickly went *aboard* ship. I had *altogether* too many interruptions. The accident *occurred* at the intersection. Dorothy must *lose* ten pounds. We watched a game of *curling* at the rink. Tom played *badminton* last night. A great deal of *activity* was happening there. He used a worm on the hook for *bait*. We watched the *action* of the players on television. The boys practise in the *gymnasium*. We had the *advantage* of watching from the gallery. A clown provided *amusement* at intermission. The team was *losing* by a big score. The *official* enforced the rules of the game.

As usual, check the errors carefully, and re-teach to eliminate them.

FOR POOR SPELLERS

1. Write the word from the list that
 - a. can be either a noun or the present tense of a verb; (bait)
 - b. is a verb in the past tense; (occurred)
 - c. can be either a noun or a present participle; (curling)
 - d. is usually an adverb. (altogether, aboard)
2. Write the word that means
 - a. benefit or superiority; (advantage)
 - b. happened; (occurred)
 - c. the opposite of rest; (action)
 - d. tempt. (bait)
3. Use a word from the list in your answer:
 - a. Where did you see the physical education demonstration? (gymnasium)

- b. What will often draw a curious crowd? (activity, amusement)
- c. Who checks on the league rules before a game? (official)
- d. Why is cheese put in a mouse trap? (bait)
- e. When does a man enjoy using a broom? (curling)

4. a. Write the one-syllable words. (bait, lose)

- b. Write the words whose roots drop the silent *e* when a suffix is added. (losing, activity, official)
- c. Write alphabetically the words beginning with *a*. (aboard, action, activity, advantage, altogether, amusement)

5. *Riddles*

- a. My first syllable sounds like a boy's name. (gymnasium – Jim)
- b. Change my suffix to *t* and I disappear. (losing – lost)
- c. Replace my first consonant and scales will tell my homonym. (bait – wait)
- d. Sometimes I am used in relation to hair. (curling)

FOR GOOD SPELLERS

- 1. a. Write *wrestling*. Look up the derivation of this word in your dictionary. How is the sport of wrestling related to this original meaning? (O.E., *wraestan*, to twist or writhe; wrestlers writhe and twist to break a hold)
- b. Write *hoarse*. Write its homonym. What part of speech is each word? (horse; hoarse – adj., horse – noun)
- c. Write *banquet*. Look up the French derivation of this word. (*banque* – bench or seat; hence a banquet is a feast where everyone is seated)
- d. Write *goggles*. To what does this plural noun refer? What does the verb *goggle* mean? (protective type of glasses worn in many sports to shield the eyes from injury; to squint or roll the eyes)
- e. Write *scent*. This is derived from the Latin verb *sentire*, to perceive by the senses. What particular sense is usually associated with scent? (smell)

2. a. Write other words like *wrestling* that begin with silent *w*. (wrench, write, wretch, wriggle, wreck, wrap, etc.)

- b. Many words derived from French end in *quet* like *banquet*. Write three other examples. (bouquet, croquet, tourniquet, briquet, etc.)
- c. *Badminton* is derived from an English proper noun. List two other common words that are derived in the same way. (sandwich, chesterfield, cardigan, raglan, etc.)
- d. One of the Extra Words has two homonyms. Write the word and both homonyms. (scent; sent, cent)

3. a. *Wrestling* and *curling* are nouns from the present participles. Name three other sports that are named in this way. (boxing, bowling, skiing, skating, etc.)

- b. The word *goggle* has three *g*'s. List four other words that have

one consonant three times. (bubble, nonsense, lullaby, institute, fluff, listless, etc.)

- c. Write as many words as you can that have the same root as *aboard*. (overboard, outboard, inboard, boarder, etc.)
- d. Write three other words like *official* and *occurred* that have the modified form of the prefix *ob*. (occupy, occasion, offence, offer, etc.)

4. a. Where do men usually compete in wrestling? Describe this place of action and name another sport that takes place here. (a ring – a platform, usually padded and surrounded by taut ropes to act as bounds; boxing)

b. In what sports do contestants wear goggles? What other protective apparel do they wear? (car racing, motorcycle racing, gliding, etc.; helmets, padded suits, safety belts, etc.)

c. Write a two-syllable synonym for the noun *scent*. Explain the importance of scent in nature study. (odour, fragrance; scent of flowers – some agreeable to attract insects, some disagreeable for protection; animals have an acute sense of smell, and scent danger; some animals have a scent for protection)

5. A banquet is often described as a feast. List several customary activities at most formal banquets besides eating. (toasts to the Queen, the guests, the ladies, etc.; introduction of head-table guests; entertainment such as that provided by musicians; speaker of the evening; etc.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: official, occurred, altogether

MOST COMMONLY MISSPELLED WORDS REPEATED FROM AN EARLIER BOOK: losing (6), lose (6)

d. Which verb appears in the list in the present tense and as a present participle? Write both parts of the verb.

e. Which verb means both **happened** and **came to mind**?

3. Write the words which contain

- ci spelling the sound of sh.
- o with the sound of long u.
- the prefix a.
- adjacent vowels of which the first is long and the second silent.
- hard c.

4. State briefly, in sentence form,

- how you feel when you **lose** a game.
- for what purpose a fisherman uses **bait**.
- the advantage of playing according to the **official** rules of a game.
- the kind of **activity** that makes **curling** such an attractive sport.
- what the conductor calls out when the train is ready to pull out of the station, or the announcer calls out when a plane is ready to take off.

5. Which word

- is a compound containing a modified form of **all**?
- is a noun formed from a verb by the addition of **ment**?
- was taken over without change from another language?
- is the name of a game played with a net and birds?
- uses the prefix **ad**?

6. a. Write **bait**. Trace the origin of the word. Explain its meaning when referring to fishing.

b. Explain the meaning of the following: The young lad was cruelly **baited** by the older boys.

7. Give examples of
 - a. **curling** used in other than a sports context.
 - b. **official** used as a noun.
 - c. **altogether** used to modify an adjective in a sentence with a negative sense.
 - d. **action** used as the subject of a sentence.
8. a. Change **official** to an adverb. Why is the final consonant doubled?
b. Write **occurred**. Explain why there is a double **r**. Replace the prefix with **re**. Use this new word in connection with some amusement caused by a fisherman losing his bait.
9. Write the following words in syllables: **official**, **activity**, **gymnasium**. Underline the third syllable in each.
10. Describe an exciting game you have participated in or watched in the school gymnasium. Build up suspense. Describe the feelings of the players (or player) and of the spectators. What was the final outcome?

PROOF-READ WHAT YOU HAVE WRITTEN.
PAY SPECIAL ATTENTION TO SPELLING AND PUNCTUATION.

For People Who Make Spelling Errors.

Sometimes students spend a good deal of time studying spelling, but still make many errors. One reason may be that they are going over all the words in a list again and again, instead of concentrating especially on the words which give them trouble.

So . . . try this:

1. Go back over your recent work in spelling, making a fresh list of any words which have given you trouble.
2. Now really learn to spell each one of these words in turn. Do so by climbing the Six Steps to Correct Spelling, as outlined on page 5.

cedar	cafeteria	height	cliff
guest	vicinity	envelope	stationery
description	often	proceeded	delicious
apiece	equipped		

vacation	granite	procedure	rayon	sculpture
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1. The questions refer to the hotel in the illustration. Use words from the list in your answers:
 - a. Where is the hotel situated?
 - b. What would appear on the letterhead of the hotel stationery?
 - c. Does the hotel have guest rooms or guest houses?
 - d. What facilities might it have for serving meals?
 - e. What kind of tree might be growing near the beach?
2. a. What adjective might be used in an advertisement to describe the meals served at the hotel?
 b. Which two words in the list could be used to indicate the location of the hotel?
 c. Rewrite the following sentence, retaining the sense of it but using the word **equipped**. "All rooms have radio and television sets."
 d. Use **often** to modify **proceeded** in a sentence in which **proceeded** is the simple predicate.
 e. What article, named in the list, is included in the general term **stationery**?

3. Which word from the list could replace the words in bold type without changing the meaning?

- Bathing caps were on sale at \$1.25 **per cap**.
- The boys gave a complete **account** of what they had seen.
- The beach is **close by** the hotel.
- Every morning many guests **went along** to the beach.
- Some wrote letters on the hotel **writing-paper**.

4. Write the word which

- is the verb related to **procession**.
- has the prefix **a**.
- has a silent **t**.
- uses **u** in its spelling to keep **g** hard.
- begins with soft **c**.
- spells the sound of long **i** by using the combination **eigh**.

5. a. Write **description**, and its related verb. Form two nouns from **description** by changing the prefix to **in** and **con**. Define the two nouns.

b. Write **proceeded**. What verb have you when you substitute the prefix **suc** (for **sub**) for the prefix of **proceeded**?

c. Which word is a synonym of **neighbourhood**? of **precipice**?

d. Write **cafeteria**. This word is a recent formation. What is its root? From what language was the root borrowed? What is its original meaning? It is interesting to note the parallel and recent development of **coffee shop**.

6. a. Write a question asking whether Mr. John Black is a guest in the hotel.

b. Write a sentence describing a delicious dinner you ate in the hotel **cafeteria**.

c. Write the following words and mark the accented syllables in each: **description**, **equipped**, **envelope**.

d. Write the verb related to **description**; to **envelope**. Write a noun related to **equipped**.

SUGGESTIONS FOR TEACHERS, UNIT 38

Introducing the Unit

A discussion on the approaching vacation and plans for travel will introduce this topic. Colourful travel folders of various resort areas also provide an interesting introduction for the words of this unit. Exercises 1 and 2 serve to introduce the words in relation to the illustration in the text. Be sure to keep the introduction short and purposeful.

Teaching the Words

Although most of these words are familiar to pupils at this level, seven are among those commonly misspelled and will need particular emphasis.

Equipped and *proceeded* have been taught earlier in this book as the past tense of verbs. Attention should again be drawn to the reason for the double *p* in *equipped*. In *proceeded*, note the double *e* for the long *e* sound. Although they have the same root, *ced*, *proceed* and *recede* have different spellings for the long *e*.

Review the Latin derivation of *description* to ensure that the pupils understand that the prefix is *de*, and relate it to *describe*, which was reviewed in Unit 35. Underline the *eigh* combination for the long *i* sound in *height*. Write *often* and circle the silent *t*. Relate the word *guest* and *guess* and *league*, as all have *g* followed by silent *u* to keep *g* hard. The noun *stationery* ends in *ery*; remind the class of the clue: *er* in *letter* and *stationery*.

Note the soft *c* in *cedar*, *vicinity*, *apiece*, and *proceeded*, and the spelling *ci* for the *sh* sound in *delicious*, as in *official* and *social*. *Cedar* has the *ar* ending, as in *dollar* and *calendar*. Underline the three *i*'s in *vicinity*, and the three *e*'s in *envelope*.

Note that the adverb *apiece*, like *apart*, has an unstressed *a* in the first syllable; this *a* represents the adjective *one*. Divide the word *cafeteria* into syllables so that pupils see that two of the five syllables are represented by a single vowel — *caf'e-te-ri-a*.

Doing the Exercises

Ex. 1. a: on a cliff; b. Lakeview on the Height; c. guest rooms; d. cafeteria; e. cedar.

Ex. 2. a: delicious; b. vicinity, cliff, height; c. all rooms are equipped with radio and television; d. often proceeded; e. envelope.

Ex. 3. a: apiece; b. description; c. in the vicinity of; d. proceeded; e. stationery.

Ex. 4. a: proceeded; b. apiece; c. often; d. guest; e. cedar; f. height.

Ex. 5. a: describe; inscription — writing engraved on a hard surface such as stone, or an address of a book or paper as a mark of respect to someone; conscription — compulsory draft for military

service; b. succeeded; c. vicinity, cliff; d. French or Italian, coffee shop or coffee house.

Ex. 6. c: de-scrip'tion, e-quipped', en've-lope; d. describe, envelop; equipment.

Ex. 7: This exercise might be used as an exchange of letters among pupils; after they have been checked and graded, some could be read orally in class. Correlate these exercises, whenever possible, with the language program.

Ex. 8 and 9: Use these exercises as review exercises, especially with the poor speller. In Exercise 9, have poor spellers write the list on the chalkboard.

Re-teaching

Re-teach the words that pupils have misspelled on dictation. Check particularly for the correct spelling of *eigh* in *height*, *ee* in *proceeded*, *ery* in *stationery*, *de* in *description*, the silent *t* in *often*, and the silent *u* in *guest*. Note that pupils occasionally omit the final *e* of *envelope*, or add a final *e* to *develop*. Use the exercises "For Poor Spellers" to give additional practice during the re-teaching.

FOR POOR SPELLERS

1. Write

- a. two words that end in *y*; (vicinity, stationery)
- b. two verbs in the past tense; (equipped, proceeded)
- c. two words that have double consonants; (equipped, cliff)
- d. the word that ends in two vowels that are pronounced separately; (cafeteria)
- f. two words that have vowel combinations for the long *e* sound. (apiece, proceeded)

2. a. Write a sentence using *cedar* as an adjective.

- b. Use *cliff* in an adverb phrase to describe an accident.
- c. Write one sentence using *guest*, *cafeteria*, and *delicious*.
- d. Write a sentence beginning with the adverb *often*.

3. Write

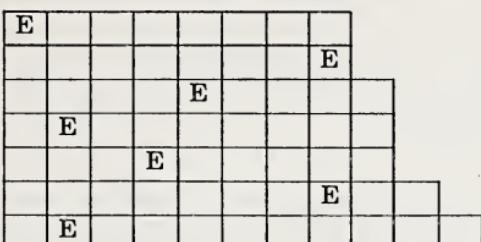
- a. two words beginning with the prefix *de*; (delicious, description)
- b. a five-syllable word; (cafeteria)
- c. three one-syllable words; (guest, height, cliff)
- d. two words with one vowel for the initial syllable. (apiece, equipped)

4. a. Answer with a word from the list: (i) What word is the name of a measurement? (height) (ii) Whom would you entertain in your home? (guest) (iii) In what do you mail a letter? (envelope)

- b. Write words whose initial letters spell SHOP. (stationery, height, often, proceeded)

- c. Write words that could be the opposite of *seldom*, *together*, *depth*, *tasteless*. (often, apiece, height, delicious)
- d. Write a word from the list associated with each of the following: *cashier*, *address*, *neighbours*, *resort*, *chest*. (cafeteria, envelope, vicinity, guests, cedar)

5. Fill in the words that fit the squares.



- 1. equipped
- 2. envelope
- 3. proceeded
- 4. delicious
- 5. cafeteria
- 6. stationery
- 7. description

FOR GOOD SPELLERS

- 1. a. Write the Extra Word that is related to a word in the list. What change is made in the root? What part of speech is the Extra Word? (procedure; double *e* changed to one *e*; noun)
- b. Write *vacation*. Write its related verb and give its meaning. How is the meaning of the word *vacation* related to the meaning of this verb? (vacate – to leave or go away; a period of rest away from regular work)
- c. Write *granite*. Look up the derivation of this word and explain how this word got its meaning. (from Latin, *granum*, grain; Italian word *granito*, meaning grained stone; granite is rock composed of grains or crystals united without any regular arrangement)
- d. Write *rayon*. What is the difference between rayon and silk or cotton? (rayon is synthetic or manufactured)
- e. Name at least two other synthetic fabrics besides rayon. (nylon, orlon, acrilan, etc.)
- 2. a. List two common uses for granite. (monuments, decorative walls in buildings, grave-stones, etc.)
- b. Write *sculpture*. What materials are usually used in this art? Where would you be likely to see sculpture? (stone, marble, etc.; art gallery, city square or parks, as a decoration in buildings, gardens or courtyards, etc.)
- c. List some common types of sculpture. (statues and monuments in stone, wood, bronze, etc.; wood carving, paper sculpture, etc.)
- 3. a. Write five words from the same root as *proceeded* and *procedure*. (procession, recede, concede, intercede, accede, accession, etc.)
- b. Use the word *cedar* as an adjective to describe three suitable nouns. (posts, tree, hedge, chest, berries, boat, etc.)
- c. Write a noun and another adjective related to *delicious*. Use

each in a sentence. (delicacy – something highly pleasing to the taste; delicate – dainty, refined)

d. Look up the derivation of *vicinity*. From what Latin root did this word originate? Write synonyms for *vicinity*. (*vicus*, a village (or *vicinus*, neighbouring; *vicinitas*, neighbourhood, etc.); proximity, neighbourhood, adjoining district, etc.)

4. a. Write three other words like *granite* in which the silent *e* ending does not make the preceding vowel long. (medicine, minute, practice, notice, preface, menace, etc.)
b. List three words, other than *often* that have silent *t*. (soften, catch, match, pitcher, etc.)
c. List two words that end in *yon* as in *rayon*. (canyon, crayon, etc.)
d. The adverbs *apiece* and *apart* begin with the unstressed *a* sound followed by a one-syllable word. Write four other examples of this. (asea, ashore, aloft, away, aboard, abroad, etc.)

5. Name three other kinds of rock commonly found and tell briefly the characteristics of each. (marble – very hard, highly crystalline; limestone – porous, soluble; shale – layered, even-grained; slate – fine-grained, breaks into thin broad sheets; gneiss – banded, coarse-grained; etc.)

6. Write a short description of the type of vacation you would choose and give reasons for your choice.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: description, equipped, height, proceeded, stationery

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: guest (6), often (3, 4)

7. Pretend that you are a guest at a hotel for a week. Write a letter home or to a friend of yours describing the hotel and its vicinity, and outlining how you spend your time.



Remember to head and close your letter correctly, and to proof-read it carefully.

8. Under the heading "Advice to Spellers" list some good hints for students of spelling.

9. Some rules

The only really safe rule in spelling is to be careful of every word as you write it. If you are not sure of the correct spelling of a word which you wish to use, look it up — and make use of the Spelling Steps to learn it.

However, a few rules are helpful. Here are some of them:

- a. *Q* is always followed by *u*.
- b. Words ending in *-ful* have only one *l*.
- c. An apostrophe is used to show the omission of a letter or letters in a contraction.
- d. The final *e* of a word is dropped before adding an ending beginning with a vowel.

List three words to illustrate the application of each of the rules above.

Something to think about

The same sound is often spelled by different combinations of letters. Note two ways in which the sound of *sh* is spelled. Examine the word list at the end of this book for examples of *sh* spelled in various ways.

SOME MISCELLANEOUS WORDS

certainly	formerly	investigate	inspection
naturally	notion	propose	presence
resigned	siege	thrown	conference
pledge			collection
cemetery		evaporation	textiles

1. Match a word from the list with each of the following definitions:
 - a. deposit as security
 - b. inquire into
 - c. idea
 - d. put forward for consideration
 - e. official examination
 - f. group of things collected or belonging together
 - g. consultation
 - h. propelled through space
2. a. Write three adverbs from the list.
 b. Write the word which
 - (i) has the same root as **spectator**.
 - (ii) is related to **referred**.
 - (iii) has the same origin as **signature**.
 - (iv) has the same prefix as **professor** and the same stem as **positive**.
 - (v) is a noun related to **notify**.
 - (vi) is an adverb related to **certify**.
 c. Write the two nouns which end in **nce**.
 d. Which two nouns end in **ge**?
3. Answer these riddles with a word from the list:
 - a. Change the prefix of this word to **re** and you have a rest.
 - b. You can make a verb from this word by prefixing it with **be**.
 - c. Alter the first letter of this word to get **movement**; change it again for a liquid preparation for skin care.

SUGGESTIONS FOR TEACHERS, UNIT 39

Teaching the Words

Since most of these words are related to words studied earlier, you might introduce this unit by having the pupils build as many words as possible from the roots of words in the list. Considerable interest can be developed in this, especially if your class is average or better: e.g., *collection* — collect, neglect, select, lecture, etc.; *resign* — sign, signal, signature, consign, assign, etc.

Try to group the words for similarities, and, in every way available, emphasize the difficult combinations or structural parts of each word.

Certainly, formerly, and naturally are adverbs formed by adding *ly* to the adjective form. Stress particularly the soft *c* and *ai* combination in *certainly*, the *er* in *formerly*, and the *tur* in *naturally*.

Circle the silent *d* in *pledge* and *g* in *resigned*. Compare *notion* with *motion*, and review again the *ie* combination in *siege*.

Inspection, collection, and conference are nouns formed from the present tense of the verbs with suffixes added. Illustrate that *investigate* and *propose* may be changed by dropping the silent *e* and adding the suffixes *ion* and *ition* respectively — *investigation, proposition*.

Pupils have had the homonyms for *thrown* and *presence* in previous units. Emphasize that *thrown* is the past participle of the verb *throw*. *Presence* is a singular abstract noun referring to being present in a certain place; e.g., Your *presence* in the office is requested. Its homonym, *presents*, from Unit 13, is a plural concrete noun meaning gifts.

The better spellers in the class will be interested in the Latin prefixes that appear in some of these words: *re, in, pro, pre*, and *con*. In *collection*, the prefix *con* has been modified to *col* because of the initial consonant *l* on the root word.

Doing the Exercises

Ex. 1. a: pledge; b. investigate; c. notion; d. propose; e. inspection; f. collection; g. conference; h. thrown.

Ex. 2. a: certainly, formerly, naturally; b. (i) inspection, (ii) conference, (iii) resigned, (iv) propose, (v) notion, (vi) certainly; c. conference, presence; d. pledge, siege.

Ex. 3. a: repose; b. besiege; c. motion, lotion; d. throne; e. election.

Ex. 4. a: investigate; b. thrown; c. propose; d. formerly.

Ex. 5. a: investigation; b. natural; c. present; d. pledging; e. sign.

Ex. 6. a: threw; b. inspector; c. collapse, collide, collision, etc.; d. uncertainly; e. proposition.

Ex. 7. a: naturally; b. propose; c. conference; d. resigned; e. siege.

Dictating and Re-teaching

Although the main purpose of this unit is to extend spelling skills by forming related words, dictate only the words in the basic list to

all pupils. After the first dictation test those who have mastered the words in the unit by dictating words derived from the same roots. Poor spellers will find the basic list sufficiently challenging.

FOR POOR SPELLERS

1. a. Write *refer* and a word from the list with the same root. (conference)
b. Write *inspection* and *collection* and their related verbs. (inspect, collect)
c. Write all the words ending in *ion*. (notion, inspection, collection)
d. Write words with the soft *g*. Circle any silent letters in these words. (ple@dg@e, s@i@eg@e)
2. Write
 - a. two past participles; (resigned, thrown)
 - b. three words that have soft *c*; (certainly, presence, conference)
 - c. a word that has a vowel combination for long *e*; (siege)
 - d. three words that have *er*. (certainly, formerly, conference)
3. Use the word in brackets in your answer.
 - a. What did the contractor suggest? (propose)
 - b. Why did the leaders of our government meet? (conference)
 - c. What are the police doing in our neighbourhood? (investigate)
 - d. Is the secretary leaving her position? (resigned)
 - e. What interesting hobbies did you see there? (collection)
4. Write the word that
 - a. begins and ends with the same letter; (notion)
 - b. has two *r*'s; (formerly)
 - c. has a homonym meaning "gifts". (presence)
5. *What Am I?*
 - a. Change my ending from *e* to *al* and I go with a diamond ring. (proposal)
 - b. My last four letters name a helper. (naturally – ally)
 - c. Omit my first letter and I form a narrow shelf. (pledge – ledge)
 - d. Replace my prefix with *re* and you find me in the library. (conference – reference)

FOR GOOD SPELLERS

1. a. Write *cemetery*. Write this word in syllables. Find its derivation in the dictionary. (cem'e-ter'y; Greek, *koimeterion*, a sleeping-chamber or burial-place)
b. Write *evaporation*. Write the root verb. Write another word from the same root. (evaporate; vapour, vaporizer, etc.)
c. Write *textiles*. Find in your dictionary the Latin root and its meaning. List two other words from this root. (*texere*, to weave; text, texture, etc.)

2.
 - a. Write the noun that is the opposite of *evaporation*. (condensation)
 - b. Write two other words from the root of *notion*. (notify, note, notice, notification, etc.)
 - c. Write three other nouns ending in *iles* like *textiles*. (tiles, reptiles, juveniles, spiles, miles, etc.)
 - d. Write three nouns of more than one syllable, ending in *ery* like *cemetery*. (stationery, battery, celery, delivery, etc.)
3.
 - a. *Presence* and *conference* both end in *ence*. From the point of view of derivation, how is the *ence* in *presence* different from the *ence* in *conference*? (in the former *ence* is part of the stem; in the latter it is a suffix)
 - b. Write two other nouns ending in *ence*, one following the example of the ending in *presence*, the other following the example of *ence* in *conference*. (offence, defence, reference, difference)
 - c. Write four words that have a silent *d* like *pledge*. (judge, ridge, edge, budge, lodge, bridge, etc.)
 - d. Write three words from the same root as *resigned* in which the *g* is pronounced. (signify, signature, signet, signal, etc.)
 - e. Explain the meaning of each of the underlined: a notion counter, a siege of pneumonia, be resigned to a decision, presence of mind. (a counter for selling small articles, a prolonged attack, to submit to, alertness to act in time of danger or difficulty)
4.
 - a. Explain the place of evaporation in the water cycle. (moisture evaporates, rises and is cooled, condenses and forms clouds, falls as rain, and evaporates again into the atmosphere)
 - b. Name three common textiles manufactured in Canada. (cotton, wool, rayon, linen, nylon, etc.)
 - c. Name three things inspected regularly by the government. (meat, milk, fresh fruit, schools, transport trucks, etc.)
 - d. A cemetery is a burial-place for the dead. Use your reference book to find two other burial customs in which the dead are not buried in the ground. (cremation, vault, Egyptian mummies, etc.)
5.
 - a. Write a short letter to the local council proposing the construction of a swimming-pool to provide recreation for the youth in the community.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: naturally, formerly, siege

MOST COMMONLY MISSPELLED WORD REPEATED FROM AN EARLIER BOOK: certainly (6)

d. The homonym of this word names the sovereign's chair of state.

e. Substitute e for the prefix of this word to give you choice by **vote**.

4. Each of the following is a definition of one syllable or part of a word in the list. Write the whole word.

a. a waistcoat or sleeveless jacket b. propel with oars

c. assume an attitude d. fashion or mould

5. Write

a. the noun formed from **investigate**.

b. the adjective from which **naturally** is formed.

c. the adjective related to **presence**.

d. the present participle of **pledge**.

e. another word, related to **resigned**, in which i is long and g silent.

6. Write

a. the past tense of the verb of which **thrown** is a part.

b. a noun differing from **inspection** only in the suffix.

c. another word, besides **collection**, where the prefix **com** has become **col**.

d. another adverb derived from **certainly** by the addition of a prefix.

e. a noun formed from **propose** by the addition of a suffix.

7. Write

a. the adverb that is formed by doubling the final consonant of the adjective form and adding a suffix.

b. the verb you would use in giving a toast.

c. the noun formed from **confer**.

d. the past tense of a verb with the root **sign**.

e. a one-syllable noun meaning "a continued effort to gain possession".

A LAST LOOK AT SOME OF THE WORDS

acquainted	height	all right	aisle	proceeded
stationery	guest	happiness	choose	vicinity
altogether	official	naturally	tongue	shoulder
community	clothes	occurred	equipped	government
control	lost	formerly	diamond	conquered

This final review list includes words most commonly used and often misspelled. Make sure that you have complete mastery of them and of any additional words you may have in your personal spelling list.

1. From the list write
 - a. two rhyming words which spell the rhyming part differently.
 - b. a compound word and a pair of words not yet completely formed into a compound.
 - c. the name of a part of the head.
 - d. the name of a part of the body which is also used to name the edge of a road.
2. Write a word
 - a. which spells the sound of short **u** by using the letter **o**.
 - b. which spells a **u** sound by using the letter **o**.
 - c. which spells the sound of long **o** by using **ou**.
3. Write
 - a. two words which have the prefix **con**.
 - b. a noun formed from an adjective by adding a suffix.
 - c. a noun formed from a verb by using a suffix.
 - d. two adverbs formed from adjectives by adding a suffix.
4. a. Write the words which you might associate with (i) an engagement ring, (ii) a classroom, (iii) correspondence, (iv) Ottawa, (v) a party.

SUGGESTIONS FOR TEACHERS, UNIT 40

Presenting the Words

Pre-test the unit by dictating the words in the complete list and any additional review words your class has found troublesome. The following sentences are provided for your convenience.

1. The houses in this *vicinity* are part of our *community*.
2. She *lost* her *diamond* pin.
3. The *official* was *acquainted* with our *guest*.
4. She lost *control* of her *tongue* *altogether*.
5. With great *happiness*, the couple *proceeded* down the *aisle*.
6. *Naturally* they are *equipped* to print business *stationery*.
7. The huge toy came to the *height* of my *shoulder*.
8. The leader of the *government* will *choose* his cabinet.
9. *Formerly*, that country was *conquered* by Rome.
10. The idea of leaving never *occurred* to him.
11. The style of her *clothes* was perfectly *all right*.

Group for presentation only the words misspelled on the dictation. The errors made by your pupils will guide you in re-teaching the words. Continue to test and re-teach the words misspelled until complete mastery has been achieved by most pupils.

Some groupings for the words in this unit might include:

Verbs in the past tense – *acquainted*, *occurred*, *equipped*, *proceeded*, *conquered*, *lost*.

Nouns with one syllable – *height*, *guest*, *aisle*, *tongue*.

Nouns ending in *y* – *stationery*, *community*, *vicinity*.

Words with double consonants – *community*, *official*, *happiness*, *all right*, *naturally*, *occurred*, *equipped*.

Words with silent consonants – *height*, *all right*, *aisle*.

Words with long *a* sound – *acquainted*, *stationery*.

Words with long *i* sound – *height*, *all right*, *aisle*.

Words with hard *g* followed by silent *u* – *guest*, *tongue*.

Words with *qu* – *acquainted*, *equipped*, *conquered*.

The particular needs of your class will suggest the groupings of the words. Use capital letters, boxes, coloured chalk, or any other means to emphasize the particular parts of the words that cause difficulty to your pupils.

For the final dictation, include all pupils to keep them aware of the need to maintain efficiency.

Doing the Exercises

Ex. 1. a: height, all right; b. altogether, all right; c. tongue; d. shoulder.

Ex. 2. a: tongue; b. government; c. shoulder.

Ex. 3. a: control, conquered; b. happiness; c. government, stationery; d. formerly, naturally.

Ex. 4. a: (i) diamond, happiness, (ii) aisle, control, (iii) stationery, (iv) government, official, (v) guest, clothes; b. occurred, naturally,

equipped, choose; c. proceeded, conquered, acquainted; d. height, guest, lost, happiness.

Ex. 5. c: n. - a person in authority; adj. - from the proper authority.

Ex. 6. a. and b: Encourage originality in creative writing as well as making sure the words are correctly spelled. c. The latin prefix *ob* is modified to *oc* because the first consonant of the root word is *c*; *r* is doubled when the suffix is added to keep the *u* short.

EXTRA HELP

Ex. 1. a: acquainted, formerly, equipped; b. proceeded, happiness, conquered, naturally; c. unofficial.

Ex. 2: Stress the fact that the signs should be short and to the point.

Ex. 3. a: It was chosen by my brother. b. The ship-launching occurred at three o'clock. c. The automobile was equipped with a radio and an extra heater. d. I was only slightly acquainted with the man.

Ex. 4. a: clothing; b. with a diamond drill; c. to keep the *g* hard; tongue; d. circle *a*, *s*, and *e*; e. natural, nature.

Ex. 5. a: altogether; b. height; c. community, vicinity.

Ex. 6: Check spelling carefully.

FOR GOOD SPELLERS

Ex. 1. a: occurrence, current, cursive, course, recur, concur, etc. b. sacrifice, sacrificial; artifice, artificial; c. from Latin *cedere*, to move, the root is *ced*; procession, concession, recession, accession, etc.

Ex. 2. a: select; choice, selection; b. very well, satisfactory, O.K., quite so, etc.; c. beyond the power of nature, or miraculous; miraculously; a patient recovers from an incurable illness, intuition, answered prayer, etc.; d. e.g., He eyed her as she went by. He had a heart of gold. You can elbow your way through the crowd.

Ex. 3. a: derived from the same source; both words come from Latin *hostis*, meaning enemy (all strangers were potential enemies); strangers were put up (by a host) at a hostel or hotel (or they were looked after in a hospital); b. happy - Icelandic, contented in mind, satisfied; joyous - Latin, gay, joyful; jocund - Latin, light-hearted, sprightly; merry - A.S., gay - German, contented - Latin, etc.

Ex. 4. a: early Spanish leaders who conquered Spanish America; canyon, coyote, mesa, hacienda, etc.; b. Actions speak louder than words. A sharp tongue is the only edged tool that grows keener with constant use. Familiarity breeds contempt. A bird in the hand is worth two in the bush. etc.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: stationery, altogether, height, official, happiness, naturally, occurred, formerly, aisle, equipped, diamond, proceeded, government, conquered

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: acquainted (6), control (6), guest (6), clothes (3, 5), all right (4, 5), choose (6), shoulder (6)

- b. Write synonyms or near synonyms for: happened, of course, outfitted, select.
- c. Which verbs in the list can mean the following: to adopt a course of action, got the better of, had personal knowledge of?
- d. Which words are the opposite of the following? For example, long — short.

depth

host

found

sadness

- 5. a. Compose a notice of square-dancing at the community club. Head the notice COMMUNITY CLUB CAPERS. Be sure to give the place and the time of the event.
- b. Explain in a sentence why you should choose your clothes carefully.
- c. Illustrate by using in a sentence or two the meaning of **official**, *n.*, and **official**, *adj.*
- d. Write a sentence to be included in a letter to a cousin thanking him for the personal **stationery** he sent you as a gift.

- 6. a. Write **vicinity**. In a sentence explain why traffic control is necessary in the vicinity of a school.
- b. Use **diamond** first in a sports context, and then as the name of a suit of playing cards.
- c. Write **occurred**. Account for the use of double **c** and double **r**. Refer to Unit 14 if necessary.
- d. Explain why you think or don't think it is quite all right for students to stay out later on Friday night than on the other nights of the week.

REMEMBER in all your school work —
Be Right When You Write.



Beginning on p. 110 is a list of words which are commonly misspelled. Make sure you know them all.

Extra Help

1. a. Write the words in which you find the following syllables:
quaint for quipped
- b. Write the words of which the following are the stems:
proceed happy conquer nature
- c. Write **official**. Form the opposite of **official** by using a prefix.
2. a. Draft a road sign warning motorists to keep off the shoulder of the road because it is soft.
- b. Draft a sign for a **government** parking lot reserving certain space for government employees only.
- c. Draft a **DANGER** sign warning of explosives within the vicinity.
3. Rewrite the following sentences, retaining the sense but using the verbs in parenthesis as predicates:
 - a. The choice was my brother's. (choose)
 - b. The time of the ship-launching was three o'clock. (occurred)
 - c. The equipment on the automobile consisted of a radio and an extra heater. (equipped)
 - d. My acquaintance with the man was very slight. (acquainted)
4. a. Write **clothes**. Write a word with a similar meaning ending in **ing**.
- b. Write **diamond**. Use **diamond** as an adjective in a phrase about a drill.

- c. Write **guest**. Explain the reason for **u** in the spelling of **guest**. Which other word in the list uses **u** for a similar purpose?
- d. Write **aisle**. Circle the silent letters.
- e. Write **naturally**. From what adjective is **naturally** formed? What is the root of **naturally**?

5. Which word

- a. is sometimes synonymous with **completely**?
- b. indicates a dimension?
- c. is a place in which people live together?

6. a. Use **control** as an adjective in a statement about an airport.

- b. Use **control** as a verb in an imperative sentence regarding a display of temper.
- c. Use **stationery** in a sentence telling what hotels supply for their guests.

For Good Spellers

- 1. a. Occurred is derived from **curro**, **cursum**, the Latin verb for run. Note the root **curs** from which come words like **excursion**. Write four or five words derived from the same root. Check the dictionary to be sure you are right.
- b. Take **office** and **official** as a model, and write pairs of nouns and adjectives, the latter parts of which consist of **fice**, **ficial**.
- c. Look at **proceeded**. The second e is an intrusion. Compare **proceed** with **concede**, **recede**, and **accede**. What is the common root of all these words? Write the related nouns, noting the root **cess**.

2. a. Write a synonym with a Latin root for **choose**. Write the nouns related to both words.

- b. Write as many words or phrases of assent — like **all right** — as you can find. Clue: You are right if you can substitute **yes** for the word.
- c. Define **supernatural** and **supernaturally**. List one or two phenomena sometimes defined as **supernatural**.

d. Use the following names of parts of the body in a figurative sense, e.g., to give someone the cold shoulder: eye, heart, elbow.

3. a. Guest and hotel are **cognate** words. Find the meaning of **cognate** and explain how guest and hotel fit the category of **cognate words**.

b. Compare **happy**, **joyous**, and **jocund**. What is the source language of each? How do they differ in meaning? List another adjective or two expressing the same idea. Where do these adjectives come from?

4. a. What is the meaning of **conquistador**? List two or three more words bequeathed to English by the Spanish discovery and settlement of the Americas.

b. Tongue, meaning **language**, is an example of a figure of speech where one object is used in place of another which it suggests. Another example might be the old saying, "The pen is mightier than the sword." Suggest one or two more examples of the same kind of figure of speech.

This book will have achieved its purpose if it has

- a. helped develop a systematic plan of approaching spelling.
- b. given you complete mastery of the words in the basic word lists.
- c. given you the power to spell many hundreds of additional words related to the words in the basic list.
- d. given you some understanding of the reasons, often weird and wonderful, why English words are spelled as they are.
- e. stimulated your interest in words, their spelling, their meaning, their origin.

GOOD SPELLING!

Root and Stem

Stem and **root** are often used as synonyms. However, in this book you will find that there is generally a slight difference in meaning between them, although you will not be penalized for treating them as synonyms.

Stem is generally used to mean the part of the word to which endings are attached, e.g., in the word **providing** the stem **provid(e)**, and the ending **ing**.

Root is generally used to mean the **original stem** from which a word is derived. Prefixes and suffixes might have been added to this root to make the word. For example, the root of **providing** is **vid** to which the prefix **pro** and the ending **ing** have been added. Other words have been derived from the same root, e.g., **divide, invidious, evidence**.

Very often the root of a word is hard to recognize because it has changed so much through the centuries. You would have to know a good deal about words to recognize the same root in the view of **review** and the **vid** of **providing**.

THE 383 WORDS IN THIS BOOK

- The number beside each word shows the page where it is first listed. The symbol (†) marks words with a second spelling.

aboard	90	available	62	ceiling	42
accept	62	aviation	68	central	48
accomplish	56			†centre	24
account	24	backwards	68	century	76
accurate	24	bacon	22	chain	26
action	90	badminton	90	channel	6
activity	90	bait	90	chapter	50
adopted	70	balance	64	Charlottetown	6
advantage	90	bandage	10	chesterfield	42
advice	22	banner	76	chorus	34
advise	22	bargain	42	citizen	70
agriculture	22	battery	68	civil	64
aisle	8	beast	22	claim	26
altogether	40	beggar	54	clerk	14
ambition	28	behave	84	cliff	93
amusement	90	beneath	26	coach	12
ancient	66	beyond	66	coarse	66
angle	24	boil	20	collection	96
ankle	10	boss	14	college	38
announce	50	bound	78	comfortable	52
apart	66	breath	10	command	82
apiece	93	breathe	10	commonwealth	6
apologize	84	broad	48	communist	76
appeal	82	broil	42	community	76
appreciate	84	bulb	20	concern	78
area	24			concert	34
argument	50	cafeteria	93	condition	80
arranged	56	calendar	76	conductor	14
arrest	82	capital	6	confederation	70
artificial	34	capture	64	conference	96
attack	76	career	38	conquered	56
attempt	78	cash	24	consent	78
automatic	68	catalogue	50	contents	50
automobile	68	cedar	93	continued	56

cottage	42	drama	34	foundation	76
council	70	dying	84	frame	78
courage	28			Fredericton	6
court	64	earn	84	freedom	26
crime	64	easily	26	funeral	54
cruel	28	Edmonton	48	furnace	42
cure	80	effort	36	furnish	42
curling	90	elect	70	future	76
curve	12	employed	14		
		employee	14	glance	78
damages	82	enclosing	56	government	70
darling	42	energy	20	governor	70
death	54	engineer	14	graceful	28
decision	64	entertainment	34	gradually	36
declare	82	envelope	93	growth	22
deed	82	equal	24	guide	14
degrees	24	equipped	36	gymnasium	90
delicious	93	event	12		
deliver	68	exact	66		
demand	82	exclaimed	26	Halifax	6
dependable	62	expensive	12	happiness	28
depth	52	experience	38	†harbour	6
describe	50	explain	26	healed	80
description	50	explore	6	height	10
deserve	56	extensive	66	herewith	40
design	34	extraordinary	40	†honourable	62
desire	62			horrible	54
detail	26	facts	24	household	42
develop	12	fashionable	62	however	40
dial	52	fault	40	human	80
diamond	20	federal	70	hydroelectric	20
diet	80	female	34		
difference	24	fever	10	idea	52
disagreeable	62	flight	8	ignorant	28
discovery	48	forehead	10	improvement	38
discussion	50	formally	52	including	56
documents	64	formerly	34	increased	56
Dominion	6	fortunate	54	independent	28

influence	52	microphone	20	plains	48
information	50	minister	70	plastic	20
innocent	64	mink	22	platform	40
inquire	56	mischief	28	pledge	96
inspection	96	moisture	20	plumber	42
instance	82	motion	70	policy	82
instructor	38	movable	62	possess	36
insurance	22	movement	34	poultry	22
intelligent	28	mystery	54	power	20
invalid	80			practical	28
invention	20	narrow	6	prayer	54
investigate	96	national	70	presence	96
issue	82	naturally	52	presents	34
itch	80	nervous	28	primary	66
		notify	82	private	66
janitor	14	notion	96	privilege	40
justice	64			proceeded	26
		obtained	56	process	36
		occupation	76	profitable	62
latter	36	occurred	36	progress	76
legislature	70	†odour	42	propose	96
lettuce	22	official	14	provisions	22
lightning	20	omit	56	published	50
limited	56	operation	80	punished	64
liquid	20	opportunities	14	purchase	24
listening	50	orchestra	34	purpose	38
livestock	22	orient	54	putting	12
magic	54	parcel	78	radiator	68
management	34	pardon	64	rattlesnake	40
manager	14	particular	66	realize	84
manner	36	passengers	68	recent	66
manufacture	40	peaceful	26	reduce	10
medicine	10	peculiar	54	refused	84
medium	50	perfect	38	Regina	48
menace	54	physical	80	register	38
messenger	14	physician	80	regret	78
method	34	pilot	14	request	78

resigned	96	spite	54	tongue	10
resources	20	stationary	68	Toronto	6
respect	62	stationery	50	total	24
revolution	76	stiff	36	tourists	48
reward	38	St. John's	6	transportation	68
rifle	78	stomach	10	trust	78
roam	26	subscribe	50	tying	84
roast	26	successful	28		
routine	42	suggest	36	umpire	12
rye	22	suitable	62	uniform	12
		supply	78	unknown	8
safety	68	surrounded	36	using	84
scale	64	swear	64		
seize	54	system	12	valuable	62
sense	10	temperature	20	vicinity	93
sensible	10	tender	28	Victoria	48
series	12	tenth	24	victory	12
serious	28	territory	48	vote	70
severe	48	thorough	8	warn	54
siege	8	throne	70	waste	68
signature	82	throughout	8	who's	8
single	12	thrown	96	wilderness	6
slight	8	thunder	78	Winnipeg	48
solution	38	title	50	worn	40

SECOND SPELLINGS

If your teacher so advises, you may use this spelling of the words listed below. Also listed is the number of the page on which the word first appears.

center	24
check*	24
harbor	6
honorable	62
neighbor	42
odor	42

*Extra Word

THE 131 EXTRA WORDS LISTED FOR GOOD SPELLERS

- Good spellers will learn many more words than these from the spelling exercises and other work, but these are included in the lists on the pages shown. The symbol (†) marks words with a second spelling.

absolute	64	constitution	70	guilty	64
afford	38	contingency	82	guitar	34
air-conditioned	40	contracts	82		
angelic	28	counsel	84	haunted	54
aquarium	20	courageous	28	hoarse	90
architecture	76	coyote	48	hurriedly	36
ashamed	66	cushion	42	hygiene	80
autograph	40	cylinder	68		
avoid	62	dandelion	40	industrious	28
awakened	56	dentist	14	interplanetary	68
awnings	42	deposit	24	interrupted	36
bacteria	80	devilish	28	locomotive	40
ballot	70	dyeing	20		
banquet	90	dynamite	78	magician	54
brain	10	earrings	40	maniac	54
canyon	48	embarrassing	84	melon	22
capacity	24	embroidery	52	misspell	50
cashier	14	evaporation	96	murmur	78
caterpillar	52	fertile	22	muscles	10
cello	34	foul	12	navigator	14
cemetery	96	fowl	22	normal	38
†cheque	24	gauze	10	nylon	20
choir	34	goggles	90	obstinate	28
cloak	26	golf	12	occasion	36
closet	42	granite	93	pageant	34
complaint	26	grazing	22	patent	62
concerto	34	grief	54	permanent	38
concrete	42	grievance	50	plateau	48
condemn	64	growl	54	pneumonia	80
considerable	62				

porous	20	shallow	6	threatened	82
precede	56	shaving	84	thus	66
precious	84	sighed	8	tissue	82
prescribe	50	solar	68	tonsillitis	10
procedure	93	stampede	48	traitor	26
pulse	10	stewardess	14	trough	8
		subscription	50		
quarry	6	substitute	56	vacant	66
rayon	93	suburban	68	vacation	93
relative	42	surgeon	80	villain	54
resistance	76	swatter	36	violin	34
rhythm	8	sword	8		
		symptoms	80	warrant	64
scent	90			weary	26
sculpture	93	tennis	12	whine	22
seldom	66	textiles	96	wholly	66
session	36	thermometer	20	wrestling	90

USEFUL WORDS—PROVINCES AND MAJOR CITIES

British Columbia (B.C.)	Victoria, Vancouver
Alberta (Alta.)	Edmonton, Calgary
Saskatchewan (Sask.)	Regina, Saskatoon
Manitoba (Man.)	Winnipeg
Ontario (Ont.)	Toronto, Ottawa
Quebec (Que.)	Quebec, Montreal
New Brunswick (N.B.)	Fredericton, Saint John
Nova Scotia (N.S.)	Halifax
Prince Edward Island (P.E.I.)	Charlottetown
Newfoundland (Nfld.)	St. John's

309 MOST COMMONLY MISSPELLED WORDS

- Of all the words in Books 2 to 7 of the Macmillan Spelling Series, these are the ones which many pupils have the most trouble spelling correctly. You should know them all by now.

about	begin	cousin
acquainted	beginning	
across	believe	day
address	bought	dear
advice	boy	decided
afternoon	break	describe
again	brother	description
aisle	brought	develop
all right	built	diamond
almost	business	didn't
along	busy	different
already	buy	dining
altogether		disappear
always	cannot	disappointed
am	can't	divide
among	captain	doctor
amount	certainly	does
answer	children	done
any	choose	don't
April	chosen	down
are	Christmas	dropped
argument	close	
arithmetic	clothes	early
asked	colour	Easter
aunt	come	easy
balloon	complete	eighth
basketball	conquered	enough
beauty	control	equipped
because	cough	every
been	could	everybody
before	country	excellent
	course	excuse

father	his	many
February	hope	maybe
finally	hospital	meant
fine	hour	medicine
first	house	minute
for	how	Miss
foreign	I'm	morning
formerly	immediately	mother
forty	in	Mr.
fourth	independent	Mrs.
Friday	instead	much
friend	interesting	my
from	isn't	name
fun	it	naturally
	its	necessary
generally	it's	neighbour
getting	just	never
goes		ninety
good	knew	ninth
good-bye	know	none
government	knowledge	now
grade		occurred
guess	laid	o'clock
guest	lead	October
	league	off
had	led	official
half	lessons	often
handkerchiefs	letter	on
happiness	library	once
has	lightning	one
have	like	opportunities
hear	little	our
heard	loose	out
height	lose	outside
hello	losing	paid
her	lots	passed
here		people
him	make	

perhaps	since	toys
piece	sincerely	train
play	soldier	tries
pleasant	some	trouble
please	soon	truly
practice	speech	Tuesday
pretty	stationery	twelfth
prevent	store	two
principal	straight	uncle
probably	studying	until
proceeded	successful	us
question	sugar	usually
quiet	summer	
quit	Sunday	very
quite	suppose	
raise	sure	was
ready	surprise	wear
real	teacher	weather
receive	tear	Wednesday
remember	the	week
right	their	well
said	them	were
sandwiches	then	when
Saturday	there	where
saw	they	whether
says	think	which
school	though	while
scissors	thought	white
seemed	threw	whole
send	through	whose
separate	time	with
several	to	woman
severe	today	won't
shoes	together	would
shoulder	tomorrow	write
siege	too	written
	toward	wrote
		your

333 MOST COMMONLY MISSPELLED WORDS

This list is based upon a number of reported studies, including Gates' *Spelling Difficulties in 3876 Words*, the Fitzgerald list (Fitzgerald and Brittain, in *Elementary English Review*, Feb. 1942), and Kyte's "Errors in Commonly Misspelled Words in the Intermediate Grades", *Phi Delta Kappan*, May, 1958.

Special attention is given to the teaching and re-teaching of these words, as follows:

- (1) Each of the 333 words is introduced, as if it were a new word, at least twice in the series; almost half are listed three times (161), and 46 words, a hard core of "demons among demons", are listed four times or more.
- (2) In the *Pupil Edition* a cumulative list of all such words introduced to date appears at the back of each book.
- (3) In the *Teachers' Edition*, at the end of the interleaved pages for each unit, are listed any of these 333 words which are included in that unit. Where one or more of such words has been taught previously in the series, reference is included to appropriate book and unit.

The book in which a word is first introduced is indicated by number in the following list. The number(s) in brackets indicate the book(s) in which the same word is re-introduced for re-teaching.

about	2 (2,3)	argument	7 (7,8)
accommodate	8 (8)	arithmetic	4 (4,5)
ache	8 (8)	asked	3 (4,6)
acquainted	6 (6,7,8)	athletics	8 (8)
across	3 (4,5)	aunt	3 (4,6)
address	4 (4,5,6)		
advice	7 (7,8)	balloon	5 (5,6)
afternoon	3 (3)	basketball	5 (5,6)
again	3 (4)	beauty	6 (6,7)
aisle	7 (7,8)	because	2 (2,3,7)
all right	4 (4,5,7)	been	2 (2,3)
almost	3 (5)	before	3 (3)
along	3 (4)	begin	4 (5)
already	4 (4,5,7)	beginning	5 (5,6)
altogether	7 (7,8)	believe	4 (4,5,6)
always	3 (4)	benefit	8 (8)
am	2 (2)	bought	3 (4,6)
among	4 (4,5)	boy	2 (2)
amount	5 (5,6)	break	4 (5)
answer	5 (5,6)	brother	2 (2,4)
any	3 (3)	brought	3 (6)
April	3 (3)	built	5 (5,6)
are	2 (2)	business	5 (5,6,8)

busy	4 (5,6)	easy	4 (4,5)
buy	3 (3)	eighth	5 (5,6,7)
cannot	3 (4)	enough	3 (4,7)
can't	3 (4)	equipped	7 (7,8)
captain	4 (4,5)	every	2 (2,3)
certainly	6 (6,7)	everybody	4 (4,5)
children	2 (2,3)	excellent	6 (6,7)
choose	6 (6,7)	excuse	4 (4,5)
chosen	6 (6,7)	father	2 (2,3)
Christmas	2 (2,4)	February	3 (5)
close	3 (5,7)	finally	5 (5,6)
clothes	3 (5,7)	fine	2 (2)
colour	3 (4)	first	2 (2,3)
come	2 (2,3)	for	2 (2,3)
committee	8 (8)	foreign	5 (5,6,7)
complete	6 (6,7)	formerly	7 (7,8)
conquered	7 (7,8)	forty	4 (4,5,6)
control	6 (6,7)	fourth	4 (4,5,8)
cough	5 (5,6)	Friday	3 (3)
could	2 (2,3)	friend	3 (3)
country	3 (6)	from	2 (2,3)
course	5 (5,6)	fun	2 (2)
cousin	4 (4,5)	generally	5 (5,6)
day	2 (2)	getting	2 (2,3)
dear	2 (2,3)	goes	2 (2,3)
deceived	8 (8)	good	2 (2)
decided	5 (5,6)	good-bye	4 (4,5)
definite	8 (8)	government	7 (7,8)
describe	7 (7,8)	grade	2 (2)
description	7 (7,8)	grammar	8 (8)
develop	7 (7,8)	guess	3 (4,7)
diamond	7 (7,8)	guest	6 (6,7,8)
didn't	3 (4)	had	2 (2)
different	3 (4,6)	half	3 (4)
dining	4 (5,6)	handkerchiefs	4 (4,5)
disappear	5 (5,6,7)	happiness	7 (7,8)
disappointed	5 (5,6,7)	has	2 (2,3)
disguised	8 (8)	have	2 (2)
divide	5 (5,6)	hear	3 (4)
doctor	5 (5,6)	heard	3 (4,6)
does	3 (4,6)	height	7 (7,8)
done	3 (3)	hello	4 (5)
don't	3 (4)	her	2 (2,3)
down	2 (2)	here	2 (2,3)
dropped	4 (5)	him	2 (2)
early	3 (4)	his	2 (2)
Easter	3 (3)	hope	3 (3)

hospital	5 (5,6)	Mrs.	5 (6)
hour	4 (5,6)	much	2 (2,3)
house	2 (2,5)	my	2 (2)
how	2 (2)		
		name	2 (2)
I'm	2 (2,3)	naturally	7 (7,8)
immediately	6 (6,7)	necessary	6 (6,7)
in	2 (2)	neighbour	6 (6,7)
independent	7 (7,8)	never	3 (3)
instead	4 (4,5)	ninety	5 (5,6)
interesting	5 (5,6,8)	ninth	5 (5,6)
intramural	8 (8)	none	5 (5,6)
isn't	3 (4)	now	2 (2,3)
it	2 (2)		
its	4 (4,5,7)	occurred	7 (7,8)
it's	4 (4,5,7)	o'clock	3 (4)
		October	3 (4)
judgment	8 (8)	off	3 (4,6)
just	3 (3,6)	official	7 (7,8)
		often	3 (4,7)
knew	3 (4,6)	on	2 (2)
know	2 (2,4)	once	2 (2,3)
knowledge	6 (6,7)	one	2 (2)
		opinion	8 (8)
laboratory	8 (8)	opportunities	7 (7,8)
laid	4 (4,5,6)	our	2 (2)
lead	4 (5,6,7)	out	2 (2)
league	6 (6,7)	outside	3 (3)
led	5 (5,6,7)		
lessons	5 (5,6)	paid	5 (5,6)
letter	3 (3)	passed	4 (4,5,7)
library	4 (5,6)	patience	8 (8)
lightning	7 (7,8)	people	2 (2,3)
like	2 (2)	perhaps	5 (5,6)
little	2 (2)	persuaded	8 (8)
loose	4 (5,6,8)	piece	5 (5,6,8)
lose	6 (6,7,8)	play	2 (2)
losing	6 (6,7)	pleasant	5 (5,6)
lots	3 (3)	please	2 (2,3,5)
		practice	6 (6,7,8)
make	2 (2)	preferred	8 (8)
many	2 (2)	pretty	2 (2)
maybe	4 (4,5)	prevent	6 (6,7)
meant	5 (5,6)	principal	4 (4,5,8)
medicine	7 (7,8)	probably	5 (5,6,8)
minute	4 (4,5)	proceeded	7 (7,8)
Miss	2 (2)	prominent	8 (8)
morning	2 (2)		
mother	2 (2,3)	quantity	8 (8)
Mr.	5 (6)	question	5 (5,6)

quiet	5 (5,6,7)	their	2 (2,3,7)
quit	5 (5,6)	them	2 (2)
quite	4 (4,5,7)	then	2 (2)
		there	2 (2,3,7)
raise	4 (4,5)	they	2 (2)
ready	3 (4,7)	think	2 (2,4)
real	4 (4,5)	though	6 (6,7)
receive	5 (5,6,7)	thought	5 (6,7)
religious	8 (8)	threw	4 (4,5)
remember	4 (4,5)	through	5 (6,7)
right	3 (4,6)	time	2 (2)
		to	2 (2,3,5)
said	2 (2,3)	tobacco	8 (8)
sandwiches	6 (6,7)	today	2 (2,3)
Saturday	3 (4)	together	3 (4)
saw	2 (2)	tomorrow	3 (3)
says	3 (3)	too	2 (2,3,5)
school	2 (2,3)	toward	4 (5,6)
scissors	6 (6,7,8)	toys	3 (3)
seemed	4 (4,5)	train	2 (2)
send	3 (3)	tries	4 (4,5)
separate	5 (5,6,8)	trouble	4 (4,5)
several	3 (4)	truly	3 (4,6)
severe	7 (7,8)	Tuesday	3 (4,6)
shoes	4 (4,5)	twelfth	5 (5,6,8)
shoulder	6 (6,7)	two	2 (2,3,5)
siege	7 (7,8)		
similar	8 (8)	uncle	3 (4,6)
since	5 (5,6)	unconscious	8 (8)
sincerely	4 (4,5,6)	until	3 (4)
soldier	4 (4,5,7)	us	2 (2)
some	2 (2)	usually	5 (5,6,8)
soon	3 (3)		
speech	5 (5,6)	very	2 (2)
stationery	7 (7,8)		
store	2 (2)	was	2 (2)
straight	4 (4,5,6)	wear	3 (3,7)
stretch	8 (8)	weather	3 (5,8)
studying	6 (6,7)	Wednesday	3 (5)
successful	7 (7,8)	week	3 (3)
sugar	4 (4,5)	well	2 (2)
summer	3 (3)	were	2 (2,3)
Sunday	3 (3)	when	2 (2)
suppose	5 (5,6)	where	3 (4,7)
sure	3 (4)	whether	5 (5,6,8)
surprise	5 (5,6,8)	which	3 (4)
		while	3 (4)
teacher	2 (2,4)	white	2 (2)
tear	5 (5,6)	whole	4 (5,6)
the	2 (2)	whose	4 (4,5,6)

wieners	8 (8)	write	2 (2,3)
with	2 (2)	written	4 (4,5)
woman	3 (4)	wrote	3 (4,6)
won't	4 (4,5)		
would	3 (5)	your	2 (2,3)

**A BASIC SPELLING LITERACY VOCABULARY OF
445 WORDS***

(Showing book in which each word is first introduced)

able	4	before	3	company	4
about	2	being	4	could	2
above	4	believe	4	country	3
account	7	best	2	course	5
address	4	better	3	covered	4
after	2	between	6	credit	8
afternoon	3	big	2	cut	3
again	3	bill	5		
against	5	black	2	daddy	2
ago	3	blue	2	date	4
all	2	book	2	day	2
almost	3	both	4	dear	2
along	3	box	3	department	6
also	3	boy	2	desire	7
always	3	bring	2	did	2
am	2	brother	2	didn't	3
amount	5	brought	3	different	3
an	2	business	5	dinner	3
and	2	but	2	do	2
another	3	buy	3	does	3
answer	5	by	2	doll	2
any	3			done	3
appreciate	7	called	3	don't	3
are	2	came	2	door	3
around	3	can	2	down	2
as	2	candy	3	dress	2
asked	3	cannot	3	drive	4
at	2	can't	3		
attention	6	car	2	each	3
aunt	3	care	3	early	3
away	2	case	5	eat	2
		cat	2	enclosing	7
baby	2	certainly	6	end	3
back	2	check	5	enough	3
bad	3	children	2	even	4
balance	7	Christmas	2	evening	4
ball	2	city	3	ever	3
be	2	class	3	every	2
beautiful	3	close	3	everybody	4
because	2	cold	3	expect	5
bed	2	come	2	eye	4
been	2	coming	3		

*Based, in part, on Kyte, George C., and Virginia M. Neel, "A Core Vocabulary of Spelling Words", *Elementary School Journal* LIV:1 (Sept. 1953), 29-34.

facts	7	happy	2	light	3
family	3	hard	3	like	2
far	3	has	2	lines	3
farm	3	have	2	little	2
father	2	having	2	live	2
favour	6	he	2	long	2
feel	4	head	3	look	2
few	3	hear	3	lots	3
find	2	heard	3	love	2
fine	2	heir	8		
fire	3	help	3	made	2
first	2	her	2	mail	3
fish	3	here	2	make	2
five	2	herewith	7	man	2
food	3	high	3	many	2
for	2	his	2	material	5
forward	6	home	2	matter	4
found	2	hope	3	may	2
four	2	house	2	me	2
Friday	3	how	2	men	2
friend	3	however	7	might	3
from	2			milk	2
full	3	I	2	Miss	2
fun	2	if	2	Monday	3
further	6	in	2	money	3
future	7	information	7	month	5
		interesting	5	more	3
game	3	into	2	morning	2
gave	2	is	2	most	3
get	2	it	2	mother	2
getting	2	its	4	Mr.	5
girl	2			Mrs.	5
give	2	job	4	much	2
given	4	just	3	must	3
glad	3			my	2
go	2	keep	3	myself	4
goes	2	kind	3		
going	2	kindly	6	name	2
gone	3	knew	3	near	3
good	2	know	2	necessary	6
got	2			need	3
grade	2	land	3	never	3
great	3	large	3	new	2
ground	3	last	2	next	3
guess	3	later	3	nice	2
		leave	5	night	2
had	2	left	3	no.	4
hair	3	let	2	no	2
half	3	letter	3	not	2
hand	3	life	4	note	3

nothing	5	returned	6	take	2
now	2	ride	3	taken	4
number	4	right	3	talk	3
o'clock	3	room	2	teacher	2
of	2	run	2	tell	2
off	3	said	2	ten	2
office	5	Santa Claus	2	thank	3
oh	2	satisfactory	8	that	2
old	2	Saturday	5	the	2
on	2	save	4	their	2
once	2	saw	2	them	2
one	2	say	2	then	2
only	3	school	2	there	2
open	3	second	2	therefore	8
or	3	see	2	these	3
order	5	seemed	4	they	2
other	2	send	3	things	2
our	2	sent	3	think	2
out	2	service	6	this	2
over	2	several	3	those	3
own	3	shall	3	though	6
paper	3	she	2	thought	5
party	3	ship	3	three	2
past	4	should	3	through	5
pay	4	sidewalk	3	time	2
people	2	since	5	to	2
picture	3	sincerely	4	today	2
place	3	sir	5	together	3
play	2	sister	2	told	4
please	2	six	2	tomorrow	3
pleasure	5	small	3	too	2
possible	5	snow	2	took	2
presents	7	so	2	town	2
pretty	2	some	2	toys	3
price	5	soon	3	train	2
put	2	sorry	3	tree	2
quite	4	spring	3	truly	3
rather	4	start	3	trust	7
ready	3	stay	8	try	3
real	4	still	3	two	2
receipt	6	stockings	5		
receive	5	story	2	under	3
red	2	stove	4	understand	5
regarding	8	street	4	until	3
remember	4	such	5	up	2
reply	5	summer	3	us	2
rest	3	Sunday	3	use	3
		suppose	5		
		sure	3	very	2

walk	3	where	3	would	3
want	2	whether	5	write	2
was	2	which	3	written	4
water	2	while	3	wrote	3
way	3	white	2		
we	2	who	2	years	4
weather	3	why	3	yes	2
week	3	will	2	yesterday	3
well	2	winter	3	yet	3
went	2	wish	3	you	2
were	2	with	2	young	4
what	2	work	2	your	2
when	2	world	3	yours	3

WORD LIST, THE MACMILLAN SPELLING SERIES

The number beside each word indicates the book in which it *first* appears as a spelling word. The 333 Most Commonly Misspelled Words, as outlined on pages 113-17, appear twice or more in the series.

This list includes 2240 basic words, plus 692 extra words for good spellers. The extra words are identified by an asterisk.

ability	8	adventure	5*	am	2
able	4	advertisement	8	amateur	8
aboard	7	advice	7	ambition	7
about	2	advise	7	ambulance	5*
above	4	aerial	6	American	5*
absent	5	affect	8	among	4
absolute	7*	afford	7*	amount	5
absorb	6*	afraid	3	amusement	7
absurd	8	after	2	an	2
abuse	8	afternoon	3	analysis	8
accelerate	8*	again	3	ancestors	8*
accept	7	against	5	anchor	8
accessories	8	age	4	ancient	7
accident	5	agent	8	and	2
accidentally	8	ago	3	angel	5*
accommodate	8	agree	6	angelic	7*
accompanied	8	agriculture	7	angle	7
accomplish	7	aimless	8	angry	4*
according	8	air	3	animals	3
account	7	air-conditioned	7*	ankle	7
accurate	7	airplane	3	announce	7
ache	8	airport	5	annual	8
achievement	8	aisle	7	another	3
acids	8	alarm	6*	answer (ans.)	5
acknowledge	8	Alberta (Alta.)	6	anthracite	8*
acquainted	6	alcohol	8*	anticipation	8
acres	5	alive	5	anxiety	5*
across	3	all	2	anxious	5
act	4*	alley	6*	any	3
action	7	allowed	6	apart	7
activity	7	all right	4	apiece	7
actual	8	almost	3	apologize	7
add	3*	alone	5	apparently	8
addition	5	along	3	appeal	7
address	4	aloud	6	appeared	5
administration	8	alphabet	6	appendicitis	8*
admire	8	already	4	appendix	8
adolescent	8	also	3	applause	8
adopted	7	altitude	8	apples	2*
advance	8	altogether	7	appointed	5
advantage	7	always	3	appreciate	7

apprentice	8*	August (Aug.)	4*	baseball	3
approached	8	aunt	3	basement	4
appropriate	8	authority	8	basket	3*
approved	8	autobiography	8*	basketball	5
approximately	8	autograph	7*	bat	2*
April (Apr.)	3	automatic	7	bath	4
apron	6	automobile	7	bathe	4
aquarium	7*	auxiliary	8	bathtub	4*
architecture	7*	available	7	battery	7
Arctic	8	avenue (ave.)	4	battle	5
are	2	average	6*	be	2
area	7	aviation	7	beach	4
argument	7	avoid	7*	beads	5
arithmetic	4	awakened	7*	beans	5
arm	3*	away	2	bear	2*
army	3*	awful	5	bearings	8*
around	3	awhile	3*	beast	7
arranged	7	awkward	8*	beat	4
arrest	7	awnings	7*	beautiful	3
arrived	4*	awoke	5	beauty	6
arrow	4	axe	5*	beaver	5
art	4*	axle	6*	became	4
articles	6			because	2
artificial	7	baby	2	become	4
as	2	bachelor	8	bed	2
ashamed	7*	back	2	bee	3*
ashes	6	backwards	7	beef	6
asked	3	bacon	7	been	2
asleep	3*	bacteria	7*	beets	5*
assembly	8	bad	3	before	3
assignment	6	badminton	7	began	3
assistance	8	bag	3	beggar	7
assistant	8	baggage	6	begin	4
association	6	bait	7	beginning	5
assure	8	bake	6	begun	5
at	2	balance	7	behave	7
ate	3*	balcony	8	behind	3
athlete	8	ball	2	being	4
athletics	8	balloon	5	belief	8
atmosphere	8	ballot	7*	believe	4
atomic	8	banana	5*	bell	2*
attached	8	band	4	belong	4*
attack	7	bandage	7	below	4*
attempt	7	bank	3*	belt	4*
attention	6	banner	7	benches	5
attic	6	banquet	7*	beneath	7
attorney	8*	bare	5*	benefit	8
attractive	8	bargain	7	benefited	8*
audience	6	barn	3	bent	5
auditorium	6	barrel	5	berth	8

beside	4	boundary	8	bus	4
best	2	bouquet	6*	bushes	5*
better	3	bow	4	business	5
between	6	bowl	4	busy	4
beyond	7	box	3	but	2
bicycle	5	boy	2	butcher	6
big	2	bracelet	5*	butter	4
bike	3	braids	4*	button	6
bill	5	brain	7*	buy	3
birch	5	brakes	5	by	2
bird	2*	branch	6*		
birthday	3	brand	6	cabbage	5
biscuit	6*	brave	4	cabin	4
bite	4	bread	3	cactus	8*
bitter	8	break	4	cafeteria	7
black	2	breakfast	3*	cake	2*
blackboard	3*	breath	7	calendar	7
blame	6	breath	7	called	3
blanket	6*	bridge	4	calm	8
blaze	6	brief	8	calories	8
bleeding	6*	bright	3*	calves	6*
blessing	6*	brilliant	8	came	2
blew	4	bring	2	camel	4*
blind	5	British Columbia (B.C.)		camera	6
blizzard	8	broad	5	camp	3*
block	4*	broil	7	campaign	8*
blond	8	broken	4	can	2
blood	5*	broom	6	Canada	3
blossom	5*	brother	2	Canadian	5
blouse	8*	brought	3	canal	5
blow	4	brown	3	canary	5*
blue	2	bruise	6*	cancel	8
board	6	brunette	8	candidate	8
boat	3	brush	4	candy	3
body	4	bucket	5*	cane	5
boil	7	buffalo	5	cannot	3
bone	4	build	4	canoe	5
bonfire	6	built	5	can't	3
book	2	bulb	7	canyon	7*
border	5*	bull	5	capable	8
born	3*	bullet	8	capacity	7*
borrow	6	bulletin	8	capital	7
boss	7	bump	5*	captain	4
both	4	bundle	5*	captive	5
bother	5*	bureau	8	capture	7
bottle	4	burglar	8	car	2
bottom	4	buried	4*	carburetor	8*
bough	6*	burn	5	card	3*
bought	3	burst	5	care	3
bound	7			career	7

carelessness	5	cheap	6	cloak	7*
carols	5*	cheat	6	close	3
carpenter	5*	check	5	closet	7*
carriage	4*	cheek	6	cloth	6
carried	4	cheer	5	clothed	6
carrots	4*	cheese	4	clothes	3
carry	4	chemical	8	clothing	6
carve	4	cheque	7*	cloudy	4*
case	5	cherries	5*	clover	5*
cash	7	chest	5	clown	4
cashier	7*	chesterfield	7	club	4
castle	4	chew	5*	coach	7
cat	2	chicken	3*	coarse	7
catalogue	7	chief	4	coast	4
catch	3	child	3	coat	3
caterpillar	7*	children	2	cocoa	5*
cattle	4	chimney	4*	coconut	5*
caught	3	chin	4*	codfish	5*
cause	5	chisel	5*	coffee	6
cautiously	8	chloroform	8*	cold	3
ceased	8	chocolate	5	collar	5
cedar	7	choir	7*	collection	7
ceiling	7	choose	6	college	7
celebrate	5	chopped	6	colonel	8*
celery	6*	chops	6	colony	4*
cellar	4*	chorus	7	colour	3
cello	7*	chosen	6	colourful	8
cellulose	8*	Christmas	2	colt	5
cement	6	church	3	column	8
cemetery	7*	cider	6	comb	5*
central	7	circle	6	combined	8
centre	7	circulation	8	come	2
cents	4*	circus	4	comedies	8
century	7	citizen	7	comfortable	7
cereal	8	city	3	coming	3
ceremony	8*	civic	6	command	7
certainly	6	civil	7	commercial	8
certificate	6	claim	7	commission	8
chain	7	clanking	8	committee	8
chair	3	class	3	common	5
chalk	5*	clause	8*	commonwealth	7
challenged	8	clean	3	communist	7
championship	6	clear	5	community	7
chance	5	clergyman	8	company	4
channel	7	clerk	7	comparative	8
chapter	7	clever	6*	compare	8
character	8	click	5*	compass	6
charge	4	cliff	7	competent	8*
Charlottetown	7	climate	4*	complaint	7*
chase	4	climb	4	complement	8*

complete	6	costume	4*	curtains	6*
complexion	8	cottage	7	curve	7
compliment	8*	cotton	3*	cushion	7*
concern	7	cough	5	custom	8
concert	7	could	2	cut	3
concerto	7*	council	7	cylinder	7*
concise	8*	counsel	7*		
conclusion	8	count	5	daddy	2
concrete	7*	country	3	dairy	5*
condemn	7*	couple	5	daisy	6*
condition	7	courage	7	damages	7
conductor	7	courageous	7*	damp	6
confederation	7	course	5	dance	4
conference	7	court	7	dancing	5*
confidence	8	courteous	8	dandelion	7*
congratulated	8	courtesy	8	danger	5
connection	8	cousin	4	dangerous	5
conquered	7	covered	4	dark	3
conscience	8	cow	2	darling	7
consent	7	cowboy	2*	date	4
consequences	8	co-worker	8	daughter	5
considerable	7*	coyote	7*	day	2
constellation	8*	crack	5*	dear	2
constitution	7*	cradle	6*	death	7
construction	8	crawl	5	debate	8*
contain	6	crayon	4*	debt	8
contents	7	crazy	5*	deceived	8
contest	4	creature	8	December (Dec.)	3
continent	6	credit	8	decided	5
contingency	7*	creek	4	decision	7
continued	7	crept	8	declare	7
contour	6*	crime	7	decoration	4*
contracts	7*	criticism	8	deed	7
control	6	crop	4	deep	4
convenience	8*	cross	3*	deer	3
convention	6	crow	6	defeated	6
conversation	8	crowd	5*	defend	6
cook	3	crown	8	defense	6*
cool	4	cruel	7	definite	8
co-operate	8	cruiser	8*	degrees	7
copper	5	crumbs	4*	delegates	8*
copy	6*	crust	6	delicate	8
cord	6	cry	3	delicious	7
corn	3	cucumber	8*	delight	6
corner	4	cup	4*	deliver	7
corral	8*	cupboard	6	demand	7
correct	8	cure	7	democratic	8
correspond	6*	curious	8	densely	6
cosmetics	8*	curling	7	dentist	7*
cost	4	curly	6	deny	6*

department	6	disguised	8	dug	4*
dependable	7	disgust	8	duplicate	8
deposit	7*	dismal	8*	durability	8*
depth	7	dismissed	4*	during	5
descend	8	dissatisfied	8	dust	5
describe	7	dissolve	8	duty	5*
description	7	distance	5	dyeing	7*
desert	4	distinct	8	dying	7
deserve	7	distinguish	8	dynamite	7*
design	7	distributed	8		
desire	7	district	8	each	3
desk	3	ditches	4*	eager	8
dessert	8	divide	5	eagle	6
destination	8	division	5*	early	3
destroy	8	do	2	earn	7
detail	7	doctor	5	earrings	7*
determined	8	documents	7	ears	3*
develop	7	dodge	6	earth	4
devilish	7*	does	3	earthquake	8*
devoted	8	dog	2	easily	7
diagram	8	doll	2	Easter	3
dial	7	dollar	4	easy	4
diameter	8	domestic	8	eat	2
diamond	7	Dominion	7	economical	8
diary	8	done	3	edge	6
dictionary	6	donkey	5*	edifice	8*
did	2	don't	3	edition	8*
didn't	3	door	3	Edmonton	7
died	4	double	6	education	6
diesel	8	doubt	8	effect	8
diet	7	down	2	efficient	8
difference	7	downstairs	5	effort	7
different	3	dozen (doz.)	5	eggs	2*
difficulties	6	drain	6	eight	3
dig	4	drama	7	eighteen	5
digestion	8	drank	5	eighth	5
dime	4	draw	3	eighty	6
dimensions	8*	drawer	6	either	5
dining	4	dress	2	elaborate	8*
dinner	3	drew	4	elect	7
direction	6	drill	5	electric	3
dirt	4	drink	3	electricity	4*
disagreeable	7	drive	4	electronic	8
disappear	5	dropped	4	elementary	6*
disappointed	5	drove	4	elephant	4
discover	5*	drown	6*	elevator	6
discovery	7	drug	5*	eleventh	5
discussion	7	drum	5*	else	4
disease	5	dry	4	embarrassing	7*
disgrace	8*	duck	3*	embroidery	7*

emigrants	8*	excitement	6	father	2
empire	6*	exclaimed	7	fatigue	8*
employed	7	excursion	8*	fault	7
employee	7	excuse	4	favour	6
empty	4*	executive	6	favourite	4*
enameled	6*	exercise	6	feast	4
enclosing	7	exhaust	8	feather	5*
end	3	exhibit	6	feature	8
enemy	5	existence	8*	February (Feb.)	3
energy	7	exit	5*	federal	7
engagement	6	expect	5	feed	3
engine	5	expensive	7	feel	4
engineer	7	experience	7	feet	3
enjoy	6	experiment	6*	fell	3
enormous	8*	explain	7	fellow	5
enough	3	explanation	8	felt	4
enter	5	explore	7	female	7
entertainment	7	exports	5	feminine	8
enthusiastic	8*	expression	8	fence	4
entrance	8	extensive	7	ferry	6*
envelope	7	extra	5	fertile	7*
equal	7	extraordinary	7	festival	8*
equipment	6	extremely	6	fever	7
equipped	7	eye	4	few	3
eraser	5*			fidelity	8*
erect	6*	face	3	field	3
errand	5*	facility	8*	fiercely	8
errors	5	factory	5	fiery	8
escapade	8	facts	7	fifteen	4
escape	5	faculty	8*	fifth	4
especially	5*	failed	6	fifty	4
essay	6	failure	6*	fight	3
establish	8	faint	8	figure	5
estimated	8	fair	3	file	5*
etcetera (etc.)	6*	fairy	6*	fill	4
evaporation	7*	faithful	6	film	6
even	4	fall	3	finally	5
evening	4	familiar	8	financial	8
event	7	family	3	find	2
ever	3	famous	4	fine	2
every	2	fancy	8	finger	4
everybody	4	far	3	finish	4
everywhere	5	farewell	8	fir	5*
evidence	8	farm	3	fire	3
exact	7	farther	6	fireplace	5
examination	6	fascinating	8*	first	2
example	6	fashionable	7	fish	3
exceeding	8	fast	2*	fitted	8
excellent	6	fasten	5	five	2
except	4	fat	2*	fix	4

flag	3	free	4	get	2
flakes	6	freedom	7	getting	2
flame	8	freeze	6	geysers	8*
flashlight	6	freight	5	ghost	5
fleet	8	French	5	giant	4
flew	4	frequently	8	girl	2
flight	7	fresh	4	give	2
float	6	Friday (Fri.)	3	given	4
flood	4	fried	6	glad	3
floor	3	friend	3	glance	7
flour	6	frog	4	glass	4
flower	4	from	2	glimpse	8*
flu	5*	front	3	glorious	8
fly	3	frontier	8*	gloves	5
fold	5	frost	6	go	2
folks	5	frozen	4*	goal	4
follow	4	fruit	3	goes	2
food	3	fuel	6	goggles	7*
fool	5*	fulfilled	8	going	2
foolishness	8	full	3	gold	4*
foot	3	fun	2	golf	7*
for	2	funeral	7	gone	3
force	6	funny	2*	good	2
forehead	7	fur	3	good-bye	4
foreign	5	furnace	7	goose	5
foremost	8*	furnish	7	got	2
forest	3*	furniture	4*	government	7
forget	3*	further	6	governor	7
forgive	5*	future	7	graceful	7
forgotten	5			grade	2
fork	5	gadget	8	gradually	7
formally	7	gain	5	graduate	8
formerly	7	gallery	6	grain	6
forth	4*	gallon	6	grammar	8
fortunate	7	game	3	granddaughter	5*
fortune	6	garage	4*	grandfather	3*
forty	4	garden	3*	grandmother	3*
forward	6	gas	3	granite	7*
fought	5	gasoline	6*	grant	8
foul	7*	gate	4	grapes	5*
found	2	gather	4	grass	3*
foundation	7	gauze	7*	grateful	8
fountain	6	gave	2	grave	5*
four	2	gay	4*	gravel	6
fourth	4	geese	5*	gravy	6
fowl	7*	generally	5	gray	3
fox	4	generator	8	grazing	7*
fracture	8	generous	8*	grease	6*
frame	7	gentle	6	great	3
Fredericton	7	geography	4*	green	3

greet	6	hatchet	6*	hollow	6
grew	4	hate	4*	holy	6
grief	7*	haul	6	home	2
grievance	7*	haunted	7*	honest	5
grind	8	have	2	honey	5
grip	6	having	2	honour	5
grocery	6	hawk	6	honourable	7
grouch	8	he	2	hope	3
ground	3	head	3	horizon	8
group	5	healed	7	horn	5
grove	8	health	4	horrible	7
grow	3*	hear	3	horse	3*
growl	7*	heard	3	hose	6
growth	7	heart	4	hosiery	8
guarantee	8	hearth	8*	hospital	5
guard	8	heartily	8*	hot	3
guess	3	heat	5	hotel	5
guest	6	heaven	8	hour	4
guide	7	heavy	4	house	2
guilty	7*	heel	5	household	7
guitar	7*	height	7	how	2
gun	2*	heir	8	however	7
gymnasium	7	held	4	howl	5*
		helicopter	5*	huge	6
had	2	hello	4	human	7
hail	5*	help	3	humorous	8
hair	3	hemisphere	8	humour	8
half	3	hen	2*	hundred	3
Halifax	7	her	2	hung	4*
hall	3*	herd	5*	hungry	4
Hallowe'en	5*	here	2	hunting	3
hammer	5	herewith	7	hurriedly	7*
hand	3	heroic	8	hurry	4
handful	3*	hesitate	6*	hurt	3
handkerchiefs	4	hid	4	husband	6
handlebars	6	hide	3*	hydroelectric	7
hang	4	high	3	hygiene	7*
hangar	8*	hike	5	hymn	6*
happen	4	him	2		
happiness	7	hinge	6*	I	2
happy	2	his	2	iceberg	6*
harass	8*	history	4	ice cream	3
harbour	7	hit	3	icicles	8*
hard	3	hive	5	idea	7
hardly	4	hoarse	7*	ideal	8
hardware	5*	hobby	5*	idle	6
harvest	5	hockey	4	if	2
has	2	hold	3	ignorant	7
hat	2	hole	3	illness	5
hatch	5	holiday	4	illustration	8

I'm	2	introduced	6	kettle	6
imagine	6	invalid	7	key	6
imitate	8	invention	7	kick	5*
immediately	6	investigate	7	killed	3
immense	8	invisible	8	kind	3
immigrants	8	invitation	6	kindergarten	5*
impatient	8	invite	4	kindly	6
important	6	iron	4*	king	3
improvement	7	irrigation	6*	kisses	5*
in	2	is	2	kitchen	5
inch	5	island	4	kitten	3
incident	6*	isn't	3	knees	6
including	7	issue	7	knew	3
increased	7	it	2	knife	3
independent	7	italics	8	knitted	8
index	6	itch	7	knock	4
Indian	3*	items	6	knot	6
individual	8	its	4	know	2
industrious	7*	it's	2* & 4	knowledge	6
industry	5			known	4
influence	7	jacket	6		
information	7	janitor	7	label	8*
initial	8	January (Jan.)	3	laboratory	8
injure	6*	jaw	6*	labour	6
ink	3*	jealous	6	lacrosse	6*
inn	8	jelly	6	ladder	6
innocent	7	jet	3	lady	4
inquire	7	jetty	6*	laid	4
insects	5	jewellery	6*	lake	3
inside	3	job	4	lamb	4*
inspection	7	join	6	land	3
instance	7	joke	5	language	4
instead	4	journey	4*	large	3
instruction	6*	judge	8	last	2
instructor	7	judgment	8	later	3
instruments	6	judicial	8	latter	7
insurance	7	juice	4	laughed	5
intelligent	7	July	4*	laughter	6*
intend	8	jump	3	launch	8*
interesting	5	June	3	laundry	8
interfere	8	jungle	4*	law	5*
interior	8	junior	5	lawn	6
international	8	jury	8	lawyer	5*
interplanetary	7*	just	3	lay	2
interrupted	7*	justice	7	lazy	4
interscholastic	8			lead	4
interview	8	keel	6*	leader	5
intimate	8*	keen	6	leaf	5
into	2	keep	3	league	6
intramural	8	kept	3	learn	3

least	5	lonely	5	master	4
leather	5	long	2	match	5
leave	5	look	2	matches	4*
leaves	3	loose	4	material	5
lecture	8	lose	6	mathematics	8
led	5	losing	6	matter	4
ledge	6*	lost	3	may	2*
left	3	lots	3	May	3
leg	3	loud	4	maybe	4
legislature	7	love	2	mayor	8
leisure	8	low	4	me	2
lemonade	6*	luck	4*	meal	6
length	6	lumber	5	mean	6
lessons	5	lunch	3	meant	5
let	2	luncheon	6*	measles	5*
letter	3	luxury	8*	measure	6
lettuce	7	lying	5	meat	3
level	5			medicine	7
liberty	6	machine	3*	medium	7
library	4	machinery	6	meet	3*
license	5*	made	2	melon	7*
lick	5	magazine	5	melt	5
lie	4	magic	7	members	6
lieutenant	8*	magician	7*	memory	6
life	4	magnificent	8	men	2
light	3	maid	5	menace	7
lightning	7	mail	3	mention	6
like	2	main	6	merciful	8
limb	6	maintenance	8	merely	8*
limited	7	major	6	merry	3
linen	6	majority	8	message	6
liner	6*	make	2	messenger	7
lines	3	man	2	metal	6
lion	4*	management	7	method	7
lip	5	manager	7	microphone	7
liquid	7	maniac	7*	middle	4
liquor	8*	Manitoba (Man.)	6	midnight	5
list	5*	manner	7	might	3
listening	7	manual	6	mile	4
little	2	manufacture	7	mileage	8
live	2	manuscript (MS.)	8	milk	2
livestock	7	many	2	million	5
load	4	map	5	millionaire	8*
loan	6	maple	4	mind	4
located	5	march	2	mine	3
lock	4	March	3	mineral	5
locomotive	7*	market	4	miniature	8
lodge	6*	marriage	5*	mining	5
log	3	marvellous	8	minister	7
logging	5	masculine	8	mink	7

minute	4	muscles	7*	normal	7*
mirror	5	museum	6*	north	4
mischief	7	music	4	nose	3
Miss	2	must	3	not	2
miss	2*	my	2	note	3
missed	6	myself	4	notebooks	3*
missionary	8*	mystery	7	nothing	5
misspell	7*			notice	5
mist	6	nail	5	noticeable	8
mistake	5	name	2	notify	7
mix	6	napkins	6	notion	7
moccasins	8*	narrow	7	nourishing	8
model	5	nation	6	Nova Scotia (N.S.)	6
modern	6	national	7		
moisture	7	native	5	November (Nov.)	3
moment	5	naturally	7	now	2
Monday (Mon.)	3	nature	5	nowhere	6
money	3	navigator	7*	nuclear	8
monitor	8	navy	6*	nuisance	8
monkey	3	near	3	number (no.)	4
monotonous	8	necessary	6	numerous	6*
month	5	neck	4	nurse	5
Montreal	6	need	3	nylon	7*
moose	6*	needle	5		
more	3	Negro	6*	oak	4
morning	2	neighbour	6	oar	6
mortgage	8	neither	5	oatmeal	6
mosquitoes	6*	nephew	5*	obedient	8
most	3	nervous	7	obey	5
motel	5	nest	3	object	6
mother	2	never	3	objectives	6*
motion	7	new	2	observed	8
motor	5	New Brunswick		obstinate	7*
motto	6*	(N.B.)	6	obtained	7
mountain	4	Newfoundland		occasion	7*
mouse	4	(Nfld.)	5	occupation	7
mouth	3	news	6	occurred	7
movable	7	next	3	ocean	4
move	3	nice	2	o'clock	3
movement	7	nickel	4*	October (Oct.)	3
movies	5	niece	5*	odour	7
mower	6	night	2	of	2
Mr.	5	nine	3	off	3
Mrs.	5	nineteen	5	offence	8*
much	2	ninety	5	offered	6
mule	6	ninth	5	office	5
multiplication	5*	no	2	official	7
municipal	8	noise	4	often	3
murderous	8	none	5	oh	2
murmur	7*	noon	4	oil	3

old	2	pamphlet	8*	permanent	7*
omit	7	pan	4	permissible	8*
on	2	pants	4	permission	8
once	2	paper	3	persevere	8
one	2	parachute	6*	personal	6
onion	6	parade	4	persuaded	8
only	3	paragraph	6	pet	2
Ontario (Ont.)	5	parallel	8*	petroleum	6*
open	3	parcel	7	philosopher	8*
operation	7	pardon	7	phone	3
opinion	8	pare	6	photograph	6
opportunities	7	parents	4	physical	7
opposite	6	park	3	physician	7
or	3	parliament	6	piano	5
orange	3	parrot	5*	pick	3
orchard	6	particular	7	pickles	6
orchestra	7	party	3	picnic	4
order	5	passed	4	picture	3
ordinary	8	passengers	7	picturesque	8*
ore	5*	past	4	piece	5
organ	5*	paste	5	pier	6*
organization	6	pasture	4	pierce	8*
orient	7	patch	6	pigeon	5*
original	8	patent	7*	pile	4*
other	2	patience	8	pillow	5*
Ottawa	6	patients	8	pilot	7
ought	4*	pattern	6	pine	5
ounce	8	pause	8	pink	3*
our	2	paved	6	pint	6
ourselves	4*	pawed	5*	pioneer	5
out	2	pay	4	pipe	4*
outboard	6*	peaceful	7	pitcher	6
outside	3	peaches	5	pitying	8*
oven	6	pearl	5*	place	3
over	2	pears	5	plague	8*
overalls	6	peas	5	plains	7
owe	5*	peculiar	7	plan	4
owl	5*	pedestal	8*	planed	5*
own	3	pedestrian	8	plank	5
owner	5	pen	3	planned	5*
oyster	8*	pencil	3	plant	3
		penicillin	8*	plaque	8*
package	5	penny	4	plastic	7
paddle	5	people	2	plate	5
pageant	7*	pepper	6	plateau	7*
paid	5	per cent	6	platform	7
pain	6	perfect	7	play	2
paint	4	perfume	5	pleasant	5
pair	3	perhaps	5	please	2
palm	4*	period	4	pleasure	5

pledge	7	prepare	6	proud	5
plenty	4	prescribe	7*	prove	6
plough	6*	presence	7	provide	6
plumber	7	presents	3*, 7	province	6
plus	5*	president	5*	provisions	7
pneumonia	7*	press	6	psychology	8*
pocket	4	pretty	2	public	5
poem	4	prevent	6	published	7
point	4*	previous	8	puck	4*
poisonous	8	price	5	pudding	6*
polar	4*	pride	8	pull	3
pole	4	priest	8*	pulpwood	5*
police	5	primary	7	pulse	7*
policy	7	primitive	8*	pumpkin	5*
polish	6	Prince Edward		punctured	8
politics	8	Island (P.E.I.)	6	punished	7
polite	6	principal	4	pupil	4
pond	4	principle	8	puppy	3*
pony	3*	print	5	purchase	7
poor	3	priority	8*	pure	6
popular	8	prison	6	purple	3*
population	5	private	7	purpose	7
porch	4*	privilege	7	purse	8
porous	7*	prize	4	pursue	8
portable	5	probably	5	push	4*
position	6	problems	5*	put	2
positive	8	procedure	7*	putting	7
possess	7	proceeded	7	puzzle	6
possible	5	process	7	pyramids	8
post	4*	product	5		
postscript (P.S.)	8	production	5*	quaint	8
potatoes	5	professor	8	quality	8
pottery	5*	profitable	7	quantity	8
poultry	7	program	4	quarrel	8
pound	4*	progress	7	quarry	7*
poured	6	projector	8	quart	6
poverty	8*	prominent	8	quarter	4*
powder	5	promise	5	Quebec (Que.)	5
power	7	promote	6	queen	3
practical	7	pronunciation	8	queer	4*
practice	6	proof	6	question	5
practises	6	propeller	6*	quick	4
prairie	6*	properly	6	quiet	5
prayer	7	property	6	quilt	6
preacher	8*	prophet	8*	quit	5
precede	7*	proportion	8*	quite	4
precious	7*	propose	7	quotation	8
preferred	8	prosperous	8	quotient	8*
prejudice	8	protect	5		
premium	8*	protein	8*	rabbit	2*

race	4	reindeer	5*	rise	6
racket	6*	relative	7*	risk	6*
radar	6*	release	8	river	3
radiator	7	reliable	8*	road	3
radio	3	relief	8	roam	7
railroad	5	religious	8	roast	7
rain	3	remain	5	robbers	8
raise	4	remember	4	robin	2*
raisin	6	remittance	8*	rock	4
ran	2*	remove	6	rockets	5*
ranch	5	rent	6	rodeo	8
rapid	6	repair	6	role	8
rascal	8	repeated	8	roll	5
rat	2	repertory	8*	roof	4
rather	4	repetition	8	room	2
rattlesnake	7	reply	5	root	6
raw	5	report	4	rope	3
rayon	7*	representatives	8	roses	6
reach	4	reproduce	8	rotten	6*
read	2	request	7	rough	6
ready	3	required	8	round	3
reaffirm	8	rescue	8	route	5
real	4	reserve	6*	routine	7
realize	7	reservoir	8*	row	4*
rear	4*	residence	8	royal	6
reason	4*	resigned	7	rubbers	5*
rebel	8	resistance	7*	rug	4
receipt	6	resources	7	ruler	4*
receive	5	respect	7	run	2
recent	7	responsible	8	rural	6*
recess	4*	rest	3	rush	5
recipe	6*	restaurant	8	rye	7
recognize	8	returned	6		
recommend	8	reverse	8	sack	4
record	6	review	6*	sacrifice	8*
recreation	8	revolution	7	sad	4
red	2	reward	7	saddle	6
reduce	7	rhythm	7*	safety	7
reference	8	ribbon	5	said	2
referred	8	rice	4	sailor	5
refrigerator	6	rich	4	salad	6
refugees	8	ridden	6*	salary	8
refused	7	riddle	5	sale	5
regarding	8	ride	3	saliva	8*
Regina	7	ridiculous	8	salmon	8
region	5	rifle	7	salt	4*
register	7	right	3	same	3
regret	7	ring	3	sand	3
regular	6	rip	5	sandwiches	6
regulations	8	ripe	5	Santa Claus	2

Saskatchewan		seldom	7*	shock	6
(Sask.)	6	selection	8	shoes	4
sat	2	selfishly	8	shone	8
satellite	8*	sell	4	shoot	3*
satisfactory	8	senate	8	shopping	4
satisfied	6	senators	8	short	4
Saturday (Sat.)	3	send	3	shot	3*
saucer	6*	senior	5*	should	3
sausage	6*	sense	7	shoulder	6
savage	5*	sensible	7	shouted	5
save	4	sent	3	shove	4*
saw	2	sentence	6	shovel	5
say	2	separate	5	show	3*
says	3	September		shower	6
scale	7	(Sept.)	3	shrieking	8*
scarce	6	serial	8	shut	4*
scared	5	series	7	sick	3
scarf	5*	serious	7	sidewalk	3
scene	5	servant	5*	siege	7
scent	7*	serve	5	sighed	7*
scheduled	8	service	6	sight	4
scheme	6*	session	7*	sign	4*
scholar	6*	settle	6	signal	6
scholarship	8	settlement	6*	signature	7
school	2	seven	2*	significance	8*
science	5	seventy-five	5	silence	8
scientific	5*	several	3	silent	8
scissors	6	severe	7	silk	4
score	5	sew	5	silly	6
Scottish	6*	sewers	8	silver	4
scout	5	shade	5	similar	8
scratch	8	shadow	5*	simple	6
scream	5	shake	4*	since	5
screen	6	shall	3	sincerely	4
screw	5	shallow	7*	sing	2*
sculpture	7*	shape	5	single	7
sea	3	share	5*	sink	4*
search	6	sharp	4	sir	5
season	4	shaving	7*	sister	2
seat	3*	she	2	sit	3
second	2	shed	5	situated	8
secret	5	sheep	3	six	2
secretary	5	sheet	5	size	4
section	6	shelf	5	skate	3
secure	6*	shelter	6	skeleton	8*
see	2	shepherd	5	skidded	8
seek	5*	shin	5*	skiing	5*
seemed	4	shine	5	skilful	8
seen	2*	ship	3	skin	3*
seize	7	shipment	3*	skirt	6

skis	5	south	4	stature	8*
skunk	5*	souvenir	8	stay	3
sky	3*	sovereign	8*	steady	8
slaughter	8*	space	6	steal	6
slave	5*	spade	6	steam	5
sleep	3*	sparrow	4	steel	5
sleet	4*	speak	4	steering	6
sleeve	5*	spear	5	stenographer	8
sleigh	3*	special	5	step	4
slept	4	species	8	stewardess	7*
slice	6	specimen	8*	stick	4*
slide	3*	speech	5	stiff	7
slight	7	speedometer	6*	still	3
slip	5	spell	4	sting	6
slippers	5*	spend	3*	stingy	8
slippery	6	spent	4	stir	6*
small	3	spices	8	stitch	6*
smell	4	spider	6*	St. John's	7
smile	6	spill	6	stockings	5
smoke	3	spirits	8	stole	6
smooth	6	spite	7	stomach	7
snake	3	splendid	6*	stone	4
snow	2	spoil	6	stood	4
so	2	spoke	5	stool	6
soaked	8	spoon	6	stooped	8
soap	3	sport	5	stop	3
social	8	spot	4	store	2
society	8	spread	5	storm	3*
socks	5	spring	3	story	2
soda	5*	sprinkle	6	stove	4
soft	4	spruce	6	straight	4
solar	7*	square	6	strange	4*
sold	4	squash	8*	strap	6*
soldier	4	squeeze	6*	strawberries	4*
sole	8*	squirrel	4	streamlined	5*
solemn	8	stable	6	street (st.)	4
solid	4*	stage	5	strength	8
solution	7	stairs	4	stretch	8
some	2	stamp	4*	strikes	6
someone	4	stampede	7*	strong	4
son	4	stand	3*	stubbed	6*
soon	3	standard	8	stubborn	8
sophomore	8*	staring	8	stuck	4
sore	5	start	3	students	5*
sorry	3	starved	8	studious	8
soul	8*	station	4	studying	6
sound	4	stationary	7	stumble	6*
soup	6	stationery	7	stupid	8
sour	6	statistics	8*	stylish	8
source	7	statue	8	subject	4*

submarine	8*	switch	6	textiles	7*
subscribe	7	sword	7*	texts	6*
subscription	7*	syllable	8*	than	3
substitute	7*	sympathy	8	thank	3
subtract	5*	symptoms	7*	thankful	3*
suburban	7*	synagogue	6*	that	2
subway	6	synthetic	8*	the	2
successful	7	syrup	6*	theatre	6*
such	5	system	7	theft	5
sudden	4			their	2
sufficient	8	table	2	them	2
sugar	4	tackle	8	then	2
suggest	7	tail	3*	theory	8
suicide	8	tailor	8	there	2
suit	3*	take	2	therefore	8
suitable	7	taken	4	thermometer	7*
sulphur	8	talk	3	these	3
summer	3	tame	6	they	2
Sunday (Sun.)	3	tank	5	they're	5
sunny	4*	tanned	6*	thick	4
superintendent	8	target	6*	thieving	8
superior	8	tariff	8*	thin	4*
supersonic	8	tarmac	8*	things	2
superstitious	8*	taste	5	think	2
supplementary	8	taught	4	third	3
supply	7	tax	5	thirsty	6
support	8	taxi	4*	thirteen	6
suppose	5	tea	4	thirty	3*
supreme	8	teacher	2	this	2
sure	3	team	4	thorough	7
surface	5	tear	5	those	3
surgeon	7*	teased	8	though	6
surprise	5	tedious	8*	thought	5
surround	6	teeth	3	thousand	5
surrounded	7	telegram	5	thread	5
surveyed	8	telephone	5	threatened	7*
suspend	8	telescope	5*	three	2
suspense	8	television	5	threw	4
suspicious	8	tell	2	throat	5
swallow	8	temporary	8	throne	7
swatter	7*	temperature	7	through	5
swear	7	ten	2	throughout	7
sweater	4	tender	7	throw	4
sweep	6	tennis	7*	thrown	7
sweet	3*	tent	4	thumb	6*
swell	5	tenth	7	thunder	7
swept	6	terrible	5	Thursday	
swift	6	terrific	8	(Thurs.)	3
swim	4	territory	7	thus	7*
swing	4	testimony	8	ticket	6

tickled	8	transaction	8	under	3
tied	4	transcontinental	6*	understand	5
tigers	4*	transfer	8	uniform	7
till	3	transportation	7	union	6
timber	6	trap	4	unite	6*
time	2	traveller	4	university	8
timid	8	treasurer	5	unknown	7
tiny	4*	treat	6	until	3
tire	5	tree	2	up	2
tired	3*	tremendous	8*	upon	2*
tissue	7*	trial	6*	uranium	8*
title	7	tribe	5	urban	6*
to	2	trick	4*	urgent	8
toast	6*	tricycle	5*	us	2
tobacco	8	tries	4	use	3
toboggan	5	trip	3	useful	4
today	2	triumph	8*	useless	4
toes	4*	tropics	8*	using	7
together	3	trouble	4	usually	5
told	3	trough	7*	utensil	6*
tomatoes	5*	trousers	8*		
tomorrow	3	trout	8	vacant	7*
tongue	7	truck	3	vacation	7*
tonight	3*	true	4	valentine	4
tonsillitis	7*	truly	3	valley	4
too	2	trunk	4	valuable	7
took	2	trust	7	Vancouver	6
tools	5	truth	6	vanished	6*
top	3	try	3	vapour	8
topic	8	Tuesday (Tues.)	3	variety	8
tore	4	tunnel	4	vegetable	4
torn	6	turkey	3	vegetation	4*
Toronto	7	turn	3	venison	8*
torrent	8	turnips	6	very	2
total	7	twelfth	5	veteran	8*
tough	6	twelve	4	veto	8
tourists	7	twenty	3*	vicinity	7
toward	4	twenty-four	5	Victoria	7
towel	6*	twice	4*	victory	7
town	2	twin	5*	view	6
toys	3	twisted	8	vigorous	8
track	4	two	2	village	4
tractor	5	tying	7	villain	7*
trade	4	typewriter	6	vine	5*
traffic	6			vinegar	6*
tragedies	8	ugly	6*	violin	7*
trail	5	umbrella	5	virtue	8*
train	2	umpire	7	visionary	8
traitor	7*	uncle	3	visit	3
tramp	5	unconscious	8	visitor	6

vitamins	8	when	2	word	4
voice	5	where	3	wore	5
volleyball	6*	wherever	5	work	2
volume	8	whether	5	world	3
volunteer	8	which	3	worm	4
vote	7	while	3	worn	7
voyage	6	whim	8*	worry	5
vulgar	8	whine	7*	worse	6
		whip	6	worst	5
wagon	3*	whisper	8	worth	6
wait	3	whistle	6	would	3
wakened	4	white	2	wound	6
walk	3	whittling	6*	wrapped	6
wall	4	who	2	wreaths	8*
want	2	whole	4	wrecked	8*
war	4*	wholesale	8*	wrestling	7*
warehouse	8	wholly	7*	wrist	6
warm	3	whom	5	write	2
warn	7	who's	7	written	4
warrant	7*	whose	4	wrong	4
was	2	why	3	wrote	3
wash	3	wieners	8	wrought	8*
waste	7	wife	6		
watch	4	wild	4	years	4
water	2	wilderness	7	yeast	6*
waves	6*	will	2	yell	5
way	3	win	4	yellow	3*
we	2	wind	3	yes	2
weak	6	window	3	yesterday	3
wear	3	wing	4	yet	3
weary	7*	winner	3*	yolk	6*
weather	3	Winnipeg	7	you	2
weave	6	winter	3	young	4
wedding	6	wire	5	your	2
Wednesday (Wed.)	3	wise	4*	yours	3
week	3	wish	3	youth	8
weigh	6	witch	5*		
weird	8*	with	2	zero	6
welcome	5	without	3*	zipper	5
welfare	8	witness	8*	zoo	3
well	2	woke	4		
went	2	wolf	4		
were	2	woman	3		
west	3*	won	3		
wet	3	wonderful	4		
wharves	8*	won't	4		
what	2	wooden	4		
wheat	4	woods	3		
wheel	4	wool	3*		
		woollen	6		

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